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## **A REVIEW OF THE FORGIVENESS LEVELS OF SECONDARY SCHOOL STUDENTS IN TERMS OF VARIOUS VARIABLES**

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### **Abstract**

The aim of this study is to examine the forgiveness levels of secondary school students in terms of various variables. The study group consists of 256 female (48.8%) and 269 (51.2%) male students. The research is conducted with a descriptive survey model. Forgiveness Scale for Adolescents is used as data collection tool. t-test and one-way analysis of variance are used to analyze the data. As a result of the research, it is found that there are significant differences in components of forgiveness, revenge, maintaining anger and empathy sub-dimensions of forgiveness scale. Female students received higher scores than male students in the components of forgiveness and empathy sub-dimensions. Male students received higher scores than female students in revenge and

maintaining anger. Significant differences were found in the sub-dimension of maintaining anger. The ones, whose maternal education status is secondary school and above, received higher scores than the ones whose mothers' are illiterate. According to parental attitudes, there is a significant difference in the components of forgiveness sub-dimension. According to grade levels, there is a significant difference between the skills of empathy as the grade increases. The results were discussed according to the literature.

**Keywords:** forgiving, forgiveness, secondary school students

## **Introduction**

The place of forgiveness is important for individuals, who have a social presence, to maintain their relations positively. In adolescence in which emotional ups and downs are seen, the pessimistic approach has a greater share in maintaining human relationships. With the forgiveness of undesirable situations encountered in life, the relationship between the person and the environment becomes easier and the person becomes free (Kaya and Peker, 2016).

Forgiveness has long been studied in the field of philosophy and theology (Ayten, 2009). Researches on forgiveness in psychology have been done recently. Notions like violence, intolerance, and being strict were studied more in comparison with forgiveness. In many of his articles, Freud emphasized the concept of punishment, while he focused on forgiveness in only five places (Akhtar, 2002). After 1960s, studies on positive behaviors gained momentum (Ayten, 2009). It is natural to have conflicts and to fall into disagreements in human nature and they always take part in life. People who are tolerant to each other can easily cope with difficult situations and make their lives easier by controlling the feeling of anger (Rijavec and Jurcec, 2010).

Miller (2008) considered forgiveness as interpersonal and intrapersonal, and stated that the part that forms in the person is called as intrapersonal. The individual reflects his psychological state when undesirable behavior occurs to her/himself. Interpersonal forgiveness means the reflection of this emotional situation. In order for forgiveness to occur, the person must express that s/he forgave her/him and forgave in her/himself. It is evident that the ability to develop emotions from adolescence and to forgive in later years is an important factor affecting human relationships (Özteke Kozan, Kesici, and Baloğlu, 2017).

The forgiveness notion may be related to compassion and conscience. People who live in different geographies stated that forgiveness of the individual is a virtuous behavior and a desired personality trait. Thus, the conscientious individual purifies her/himself from negative emotions and behaviors while forgiving an individual who is guilty (Yolaçan, 2008). The forgiveness in psychodynamic approach is an attachment-based notion that comes from infancy and is based on the relationship of the baby with the mother. The baby is connected to the mother through sucking reflex. The benefit of attachment and sucking reflex is the basis of love. It is easy to forgive a person to whom the person is attached. Even though the child upset the mother, the mother forgives her child due to attachment, and it is easy for the child to forgive her family as a result of love and attachment even if the hurt one is the child (Çardak, 2012).

According to Worthington (1998), who works on human relations, there must be a violation of borders for forgiveness to occur. For an individual, the forgiveness notion is a choice rather than a necessity. It is thought that the human relations of the forgiving individuals will be more positive for her/himself and her/his counterparts (Sarıçam and Akin, 2013). In interpersonal relations, human relations deteriorate as boundaries are exceeded (Worthington, 1998). People are

trying to protect themselves from unwanted occurrences by using the means of escape or responding with violence. However, these behaviors are not recommended for communication. The forgiveness notion is important for the positive progress of human relations. The basis for forgiveness to occur is empathy. Empathy is a prerequisite but not sufficient. On the other hand, it is important for individual to behave without accusing others. Everything is not desirable in daily life. People gain bitter experiences, get offended, and face negative experiences. One of the sources of stress is to hold a grudge and this can harm the individual. One of the ways to maintain psychological health is to forgive. (Aşçıoğlu and Yalçın, 2017). One of the behaviors required for forgiveness is that the individual reflects her/his forgiveness to her/his behavior (Worthington, 1998).

In adolescence, where emotional development is important, forgiveness notion contributes to the prevention of unwanted behaviors. The individual communicates with others at every stage of her/his life. In adolescence, the communication of adolescents with other people is changing and the positive and negative experiences with the family and the environment may affect it. Therefore, gaining empathy and the ability to forgive will facilitate the healthy resolution of communication problems (Hasdemir, 2012). The word “adolescent” is used as synonymous with maturing notion (Yavuzer, 2017). The quality of the relationship between the adolescent and the social environment has a significant effect on the development (Tümekaya, Çelik, and Aybek, 2010).

In adolescence, individuals experience emotional transitions and try to cope with these emotions (Haşimoğlu and Arslandoğan, 2018). In this period, aggressive attitudes can be experienced (Asıcı, 2018). In the parliamentary research commission report titled “Determining the Measures to be Taken by Investigating



the Incidents in Schools and Increasing Violence in Children and Young People” (TBMM, 2007), 18.9% of those studying in secondary schools were subjected to violence, and 29.3% of them stated that they were the ones committing violence. As a matter of fact, some adolescents resort to unwanted situations and behaviors that are not approved in order to cope with this situation. Considering the preventive function of psychological counseling and guidance, the importance of the forgiveness notion is understood once again. It is important to take advantage of positive alternative ways for healthy human relationships, one of which is the ability to forgive (Asıci, 2018).

Based on the reasons explained above, it was aimed to examine the level of forgiveness of secondary school students in terms of different variables in this study. Depending on the purpose of the research, answers to the following questions were sought.

1. Does the level of forgiveness differ significantly according to gender?
2. Does the level of forgiveness differ significantly according to the mother's education level?
3. Does the level of forgiveness differ significantly according to the father's education level?
4. Does the level of forgiveness differ significantly in terms of income?
5. Does the level of forgiveness differ significantly according to the perceived social support?
6. Does the level of forgiveness differ significantly according to the perceived parental attitude?
7. Does the level of forgiveness differ significantly according to the grade levels?

## **Method**

### ***Research Model***

The research was carried out according to the descriptive survey model. The screening model aims to identify a situation whose existence is mentioned (Karasar, 2018).

### ***Working group***

The study group consisted of students studying in secondary school in Şanlıurfa, Akçakale in 2018-2019. The participants were informed about the research. The study group was selected by appropriate sampling method (Karasar, 2018). The appropriate sampling method is the collection of data from the sample that is easily accessible to the researcher (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel, 2018). Out of 620 scales in total, data of 95 scales, which were incomplete or not answered, were not entered. The analysis was conducted on 525 raw data. 256 of the participants were female (48.8%) and 269 were male (51.2%). Their age was between 13-15 years. 118 of the participants were 6th grade, 226 were 7th grade and 181 were 8th grade students.

### ***Data Collection Tools***

Forgiveness Scale for Adolescents and Personal Information Form were used in this study.

### ***Forgiveness Scale for Adolescents:***

The scale was developed by Asıcı and Karaca (2018) in order to evaluate the tendency of adolescents to forgive in interpersonal relations. As a result of the factor analysis conducted to determine the structure of the scale, a four-dimensional structure was obtained, namely “components of forgiveness”,

“empathy”, “maintaining anger”, and “revenge”. The Cronbach alpha internal consistency coefficients of the scale ranged between .70 and .90, the two-half-test reliability coefficients ranged between .65 and .80, and the structural reliability coefficients ranged from .71 to .76. It has 21 items. It is a 5-point Likert-type scale (1: it does not define me at all, 5: it defines me completely), the lowest score is 21, and the highest is 105 (Asıcı and Karaca, 2018). Higher scores mean that the level of forgiveness is high.

### ***Personal Information Form:***

Personal Information Form created by the researcher was formed in order to collect general information from the participants. In this form, there are questions to determine the gender, age, mother’s educational status, father’s education status, grade and other variables of secondary school students.

### ***Data Collection Process***

“Forgiveness Scale for Adolescents and Personal Information Form” were applied to volunteer students in their classrooms. The application lasted 30 minutes. Ethical issues (e.g. informed consent and confidentiality) have been taken into account in the data collection process. The purpose, aim and the importance of the study were explained to the students. Volunteer participation was provided for the students and it was stated that they could do the scales easily, without time constraints. The students were asked not to write name-surname, number or personal information in front of or behind the scales in any way. It was stated that all responses in the study would be confidential and would only be used for the research.

## *Data Analysis*

Data were analyzed using SPSS 20.0 package program. In the analysis of the data, One-Way Anova was used to see if there was a significant difference between two or more sample averages. The t-test was used to test whether the difference between two sample averages was significant (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel, 2018).

## **Findings**

**Table 1. Comparison of Forgiveness Scores of Secondary School Students According to Gender Variable with t Test**

	<b>Gender</b>	<b>N</b>	<b>Average</b>	<b>SD</b>	<b>p</b>
<b>Components of Forgiveness</b>	<b>Female</b>	256	26.02	9.19	,024
	<b>Male</b>	269	24.31	8.08	
<b>Revenge</b>	<b>Female</b>	256	8.07	4.21	,000
	<b>Male</b>	269	10.11	4.31	
<b>Maintaining Anger</b>	<b>Female</b>	256	12.22	4.90	,006
	<b>Male</b>	269	13.32	4.36	
<b>Empathy</b>	<b>Female</b>	256	10.00	3.54	,008
	<b>Male</b>	269	9.22	3.12	
<b>Forgiveness</b>	<b>Female</b>	256	69.56	15.10	,000

<b>Total</b>	<b>Male</b>	269	63.82	13.12	
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\* P <.05

When Table 1 was examined, a significant difference was found between the average scores of components of forgiveness, revenge, maintaining anger and empathy sub-dimensions of secondary school students according to gender variable. According to the table; in the total scores of components of forgiveness, empathy, and forgiveness, female students were higher than male students. Male students got higher scores in revenge and maintaining anger sub-dimensions.

**Table 2. Secondary School Students' N,  $\bar{X}$ , SD Values Concerning the Sub-dimensions of Forgiveness Scale for Adolescents According to Mother Education Status**

	<b>Mother Education Status</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
<b>Components of Forgiveness</b>	Illiterate	260	25.18	9.03
	Primary School	163	25.64	8.30
	Secondary School and Above	99	24.39	8.38
<b>Revenge</b>	Illiterate	260	8.85	4.34

	Primary School	163	9.04	4.22
	Secondary School and Above	99	9.70	4.55
<b>Maintaining Anger</b>	Illiterate	260	12.39	4.53
	Primary School	163	12.70	4.80
	Secondary School and Above	99	13.77	4.50
<b>Empathy</b>	Illiterate	260	9.70	3.47
	Primary School	163	9.69	3.23
	Secondary School	99	9.24	3.27
<b>Forgiveness Total</b>	Illiterate	260	67.47	14.30
	Primary School	163	67.36	13.62

	Secondary School and Above	99	63.83	15.42
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When secondary school students' average scores from Forgiveness Scale for Adolescents was examined in Table 2, it is seen that the students, whose mothers are illiterate, took the highest score in the total score of forgiveness ( $\bar{X} = 67.47$ ). Then come the ones whose mother education status were primary school ( $\bar{X} = 25.64$ ) in the sub-dimension of the components of forgiveness; the ones whose mother education status were secondary school and above ( $\bar{X} = 13.77$ ) in the sub-dimension of maintaining anger; the ones whose mother education status is illiterate ( $\bar{X} = 9.70$ ) in the empathy sub-dimension;, and the ones whose mother education status is secondary school and above ( $\bar{X} = 9.70$ ) in the revenge sub-dimension, respectively.

**Table 3. Results of Variance Analysis of Sub-dimension Scores of Forgiveness Scale for Adolescents of the Secondary School Students According to Mother Education Status**

	Source	KT	Sd	KO	F	P	Significant Difference
	Between- Groups	95.97	2	47.98	.64	.530	

<b>Components of Forgiveness</b>	Within-groups	39144.39	519	75.42			
	Between-Groups	51.76	2	25.88			
<b>Revenge</b>	Within-groups	9810.70	519	18.90	1.37	.255	
	Between-Groups	138.63	2	69.31			<b>1-3</b>
<b>Maintaining Anger</b>	Within-groups	11030.67	519	21.23	1.37	.039	
	Between-Groups	16.03	2	8.01			
<b>Empathy</b>	Within-groups	5845.54	519	11.26	.71	.491	
	Between-Groups						

When Table 3 was examined, it was seen that secondary school students' scores from Forgiveness Scale for Adolescents differ according to mother education status variable ( $p < .05$ ). It was also observed that this differentiation is seen



among the ones whose mothers are illiterate and the ones whose mothers have secondary school education and above according to Tukey test.

**Table 4. N, X, SD Values Concerning Secondary School Students' Scores from Forgiveness Scale for Adolescents According to Father Education Status**

	<b>Father Education Status</b>	<b>N</b>	$\bar{X}$	<b>SD</b>
<b>Components of Forgiveness</b>	Illiterate	45	28.57	9.58
	Primary School	161	25.03	8.37
	Secondary School	202	24.88	8.69
	High School	84	24.98	8.45
	University	27	24.23	8.64
<b>Revenge</b>	Illiterate	45	9.88	4.76
	Primary School	161	8.47	4.49
	Secondary School	202	9.13	4.17
	High School	84	9.64	4.22

	University	27	10.10	4.76
<b>Maintaining Anger</b>	Illiterate	45	13.29	4.65
	Primary School	161	12.40	4.66
	Secondary School	202	12.64	4.68
	High School	84	13.88	4.55
	University	27	12.77	4.51
<b>Empathy</b>	Illiterate	45	10.78	3.35
	Primary School	161	9.96	3.11
	Secondary School	202	9.28	3.45
	High School	84	9.35	3.40
	University	27	9.08	3.58

In Table 4, when the average score of the students from Forgiveness Scale for Adolescents was examined, it was seen that the highest score is taken in the sub-dimension of components of forgiveness by students whose fathers are illiterate ( $\bar{X} = 28,5778$ ). Then come the students whose fathers are primary school graduates ( $\bar{X} = 25,0313$ ); the students whose fathers are high school graduates (

$\bar{X} = 24,9836$ ); the students whose fathers are secondary school graduates ( $\bar{X} = 24,8890$ ), and students whose fathers are university graduates ( $\bar{X} = 24,2341$ ), respectively.

It is seen that the highest score in the revenge sub-dimension is taken by students whose fathers are university graduates ( $\bar{X} = 10,1019$ ). Then come students whose fathers are illiterate ( $\bar{X} = 9.8869$ ); the ones whose fathers' education status is high school ( $\bar{X} = 9.6466$ ); the ones whose fathers' education status is secondary school ( $\bar{X} = 9,1311$ ), and the ones whose fathers' education status is primary school ( $\bar{X} = 8.4712$ ), respectively.

It is seen that the highest score in maintaining anger is taken by students whose father education status is high school ( $\bar{X} = 13,8894$ ). Then come the students whose fathers are illiterate ( $\bar{X} = 13,2992$ ); the ones whose fathers are are university graduates ( $\bar{X} = 12,7786$ ); the ones whose fathers are secondary school graduates ( $\bar{X} = 12,6417$ ), and the ones whose fathers are primary school graduates ( $\bar{X} = 12,4022$ ), respectively.

In the sub-dimension of empathy, it is seen that the highest score is taken by the students whose fathers are illiterate ( $\bar{X} = 10,7893$ ). Then come the students whose fathers are primary school graduates ( $\bar{X} = 9.9650$ ); the ones whose fathers are high school graduates ( $\bar{X} = 9.3514$ ); the ones whose fathers are secondary school graduates ( $\bar{X} = 9,2800$ ); and the ones whose fathers are university graduates, respectively.

**Table 5. Results of Variance Analysis of Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Father's Education Status**

	Source	KT	Sd	KO	F	P	Significant Difference
<b>Components of Forgiveness</b>	Between-Groups	566.05	4	141.51	1.89	.11	
	Within-groups	38336.37	514	74.58			
<b>Revenge</b>	Between-Groups	143.57	4	35.89	1.88	.11	
	Within-groups	9806.23	514	19.07			
<b>Maintaining Anger</b>	Between-Groups	140.87	4	35.21			

	Within-groups	11089.70	514	21.57	1.63	.16	
<b>Empathy</b>	Between-Groups	117.80	117,809	29.45			
	Within-groups	5749.88	5749,888	11.18	2.63	.03	

When Table 5 was examined, it was seen that the scores of secondary school students from Forgiveness Scale for Adolescents differ in empathy sub-dimension ( $p < .05$ ). As a result of the Tukey test conducted to determine the source of this differentiation, the source could not be seen in a meaningful way, but when the average scores between the educational statuses were examined, it was seen that there was a relative difference.

**Table 6. N,  $\bar{X}$ , SD Values Concerning the Scores of Secondary School Students from Sub-dimensions of Forgiveness Scale for Adolescents According to Income Status**

	<b>Income Status</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
	Low	105	26.14	8.76

<b>Components of Forgiveness</b>	Middle	343	24.53	8.52
	High	76	26.49	9.06
<b>Revenge</b>	Low	105	8.39	4.54
	Middle	343	9.24	4.29
	High	76	9.56	4.51
<b>Maintaining Anger</b>	Low	105	12.12	4.68
	Middle	343	12.88	4.51
	High	76	13.28	5.20
<b>Empathy</b>	Low	105	9.56	3.51
	Middle	343	9.46	3.34
	High	76	10.31	3.14

In Table 6, the average scores of the students from Forgiveness Scale for Adolescents show that the highest scores are seen in students with a high income level ( $\bar{X} = 26,4932$ ) in the sub-dimension of components of forgiveness. It was observed that the highest score is taken by the students with a high income level ( $\bar{X} = 9,5659$ ) in the revenge sub-dimension. It was seen that the students who have the highest score in the sub-dimension of maintaining anger is taken by the students with a high income level ( $\bar{X} = 13,2823$ ). In the sub-dimension of

empathy, it was seen that the highest score ( $\bar{X} = 10,3163$ ) was taken by the students with a high income level.

**Table 7. Results of Variance Analysis of Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Income Status**

	Source	KT	Sd	KO	F	P	Significant Difference
<b>Components of Forgiveness</b>	Between-Groups	373.09	2	186.54	2.49	.084	
	Within-groups	39016.01	521	74.88			
<b>Revenge</b>	Between-Groups	75.77	2	37.88	1.97	.14	
	Within-groups	9996.71	521	19.18			
<b>Maintaining Anger</b>	Between-Groups	67.99	2	33.99		.20	

	Within-groups	11282.14	521	21.65	1.57		
<b>Empathy</b>	Between-Groups	44.95	2	22.47	2.00	.13	
	Within-groups	5847.38	521	11.22			

When Table 7 was examined, it was seen that secondary school students' scores from Forgiveness Scale for Adolescents do not differ according to the income status variable ( $p > .05$ ) in the sub-dimensions of revenge, maintaining anger and empathy.

**Table 8. N, X, SD Values Concerning Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Perceived Social Support Status**

	<b>Perceived Social Support</b>	<b>N</b>	$\bar{X}$	<b>SD</b>
<b>Components of Forgiveness</b>	Family	396	25.26	8.52
	Friend	47	24.73	9.53
	Teacher	50	25.04	9.02
<b>Revenge</b>	Family	396	9.10	4.37



	Friend	47	8.08	3.98
	Teacher	50	9.17	4.62
<b>Maintaining Anger</b>	Family	396	12.83	4.63
	Friend	47	11.33	4.08
	Teacher	50	12.20	4.92
<b>Empathy</b>	Family	396	9.69	3.32
	Friend	47	9.34	3.49
	Teacher	50	9.73	3.35

In Table 8, when average scores of Forgiveness Scale for Adolescents were examined, it was seen that students, who have perceived social support from their families, obtained the highest score in components of forgiveness sub-dimension ( $\bar{X} = 25,2650$ ). Then come the students whose perceived social support is teacher ( $\bar{X} = 25,0438$ ), and the ones whose perceived social support is friend ( $\bar{X} = 24,7304$ ).

It was seen that the highest score in the revenge sub-dimension was taken by the students whose perceived social support is teacher ( $\bar{X} = 9,1727$ ). Then come the students whose perceived social support is family ( $\bar{X} = 9,1003$ ) and the ones whose perceived social support is friend ( $\bar{X} = 8,0809$ ).

In the sub-dimension of maintaining anger, it was seen that the highest score was taken by students whose perceived social support is family ( $\bar{X} = 12,8369$ ). Then

come the students whose perceived social support is teacher ( $\bar{X} = 12,2023$ ), and the students whose perceived social support is friend ( $\bar{X} = 11,3300$ ).

In the sub-dimension of empathy, it was seen that the highest score was taken by the students whose perceived social support is teacher ( $\bar{X} = 9,7346$ ). Then come the students whose perceived social support is family ( $\bar{X} = 9,6908$ ), and the students whose perceived social support is friend ( $\bar{X} = 9,3449$ ).

**Table 9. Results of Variance Analysis of Secondary School Students' Sub-dimension Scores from Forgiveness Scale for Adolescents According to Perceived Social Support Status**

	Source	KT	Sd	KO	F	P	Significant Difference
<b>Components of Forgiveness</b>	Between-Groups	13.22	2	6.61	.08	.91	
	Within-groups	36906.00	490	75.31			
<b>Revenge</b>	Between-Groups	45.12	2	22.56	1.18	.30	
	Within-groups	9334.17	490	19.04			
<b>Maintaining Anger</b>	Between-Groups	105.52		52.76			

			2		2.48	.08	
	Within-groups	10424.69	490	21.27			
<b>Empathy</b>	Between-Groups	5.31	2	2.65	.23	.78	
	Within-groups	5488.82	490	11.20			

When Table 9 was examined, it was seen that secondary school students' scores from Forgiveness Scale for Adolescents do not differ according to the perceived social support variable ( $p > .05$ ) in terms of components of forgiveness, revenge, maintaining anger and empathy.

**Table 10. N,  $\bar{X}$ , SD Values Concerning o Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Perceived Parental Attitudes**

	<b>Parental Attitude</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
<b>Components of Forgiveness</b>	Democratic	153	24.76	9.23
	Authoritative	85	28.19	7.42
	Protective	274	24.49	8.52

<b>Revenge</b>	Democratic	153	8.96	4.61
	Authoritative	85	8.32	3.70
	Protective	274	9.43	4.47
<b>Maintaining Anger</b>	Democratic	153	12.36	4.64
	Authoritative	85	12.62	4.19
	Protective	274	13.08	4.80
<b>Empathy</b>	Democratic	153	9.87	3.51
	Authoritative	85	10.04	3.22
	Protective	274	9.38	3.29

When the average scores of students from Forgiveness Scale for Adolescents were examined in Table 10, it was seen that the highest score is taken by students whose perceived parental attitude is authoritarian in the sub-dimension of components of forgiveness ( $\bar{X} = 28,1999$ ). Then come the students whose perceived parental attitude is democratic ( $\bar{X} = 24,7602$ ), and the students whose perceived parental attitude is protective ( $\bar{X} = 24,4961$ ).

It was observed that the highest score on revenge sub-dimension is taken by the students whose perceived parental attitude is protective ( $\bar{X} = 9,4329$ ). Then come the students whose perceived parental attitude is democratic ( $\bar{X} = 8,9605$ ), and the students whose perceived parental attitude is authoritarian ( $\bar{X} = 8,3278$ ).

It was seen that the highest score in the sub-dimension of maintaining anger is taken by the students whose perceived parental attitude is protective ( $\bar{X} = 13,0822$ ). Then come the students whose perceived parental attitude is authoritarian ( $\bar{X} = 12,6266$ ), and the students whose perceived parental attitude is democratic ( $\bar{X} = 12,3682$ ).

In the sub-dimension of empathy, it was seen that the highest score is taken by the students whose parental attitude is authoritarian ( $\bar{X} = 10,0414$ ). Then come the students whose perceived parental attitude is democratic ( $\bar{X} = 9,8748$ ), and the students whose perceived parental attitude is protective ( $\bar{X} = 9,3873$ ).

**Table 11. Variance Analysis Results of Secondary School Students' Scores from Forgiveness Scale for Adolescents According to Perceived Parental Attitudes**

	Source	KT	Sd	KO	F	P	Significant Difference
<b>Components of Forgiveness</b>	Between-Groups	930.26	2	465.13	6.32	.00	
	Within-groups	37443.74	509	73.56			
<b>Revenge</b>	Between-Groups	83.99	2	41.99	2.16	.11	
	Within-groups			19.36			

		9858.66	509				
<b>Maintaining Anger</b>	Between-Groups	52.8	2	26.44	1.21	.29	
	Within-groups	11066.96	509	21.74			
<b>Empathy</b>	Between-Groups	39.63	2	19.81	1.76	.17	
	Within-groups	5703.97	509	11.20			

When Table 11 was examined, it was seen that secondary school students' score from Forgiveness Scale for Adolescents differ according to perceived parental attitudes variable in the sub-dimension of components of forgiveness ( $p < .05$ ). As a result of the Tukey test conducted to determine the source of this differentiation, it was seen that the source of the differentiation was found to be between the ones whose parental attitude is democratic and authoritarian, and between the ones whose parental attitude is authoritarian and protective.

**Table 12. N,  $\bar{X}$ , SD Values Concerning Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Class Level**

	<b>Grade Level</b>	<b>N</b>	$\bar{X}$	<b>SD</b>
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<b>Components of Forgiveness</b>	6 <sup>th</sup> Grade	118	27.13	8.05
	7 <sup>th</sup> Grade	226	25.15	8.99
	8 <sup>th</sup> Grade	181	23.84	8.44
<b>Revenge</b>	6 <sup>th</sup> Grade	118	8.72	4.29
	7 <sup>th</sup> Grade	226	9.16	4.26
	8 <sup>th</sup> Grade	181	9.31	4.59
<b>Maintaining Anger</b>	6 <sup>th</sup> Grade	118	12.97	4.65
	7 <sup>th</sup> Grade	226	12.68	4.37
	8 <sup>th</sup> Grade	181	12.79	5.00
<b>Empathy</b>	6 <sup>th</sup> Grade	118	10.28	3.56
	7 <sup>th</sup> Grade	226	9.71	3.28
	8 <sup>th</sup> Grade	181	9.03	3.22

When average scores from Forgiveness Scale for Adolescents were examined in Table 12, it was seen that 6<sup>th</sup> grade students ( $\bar{X} = 27,1354$ ) have the highest score in the sub-dimension of components of forgiveness. Then come the 7<sup>th</sup> grade students ( $\bar{X} = 25,1532$ ) and 8<sup>th</sup> grade students ( $\bar{X} = 23,8408$ ).

It is seen that the highest score in revenge sub-dimension is taken by 8<sup>th</sup> grade students ( $\bar{X} = 9,3109$ ). Then come the 7<sup>th</sup> grade students ( $\bar{X} = 9,1658$ ) and 6<sup>th</sup> grade ( $\bar{X} = 8,7218$ ) students, respectively.

It was seen that the highest score in maintaining anger sub-dimension is taken by the 6<sup>th</sup> grade students ( $\bar{X} = 12,9706$ ). Then come the 8<sup>th</sup> grade students ( $\bar{X} = 12,7976$ ), and 7<sup>th</sup> grade students ( $\bar{X} = 12,6893$ ), respectively.

In the sub-dimension of empathy, it was seen that the 6<sup>th</sup> grade students ( $\bar{X} = 10,2828$ ) get the highest score. Then come the 7<sup>th</sup> grade students ( $\bar{X} = 9,7110$ ), and the 8<sup>th</sup> grade students ( $\bar{X} = 9,0355$ ), respectively.

**Table 13. Results of Variance Analysis of Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimension According to Class Level**

	Source	KT	Sd	KO	F	P	Significant Difference
<b>Components of Forgiveness</b>	Between-Groups	775.37	2	387.68	5.23	.00	
	Within-groups	38628.61	522	74.00			
<b>Revenge</b>	Between-Groups	25.77	2	12.88	.66	.51	
	Within-groups	10047.96	522	19.24			
<b>Maintaining Anger</b>	Between-Groups	6.15		3.07			



			2		.14	.86	
	Within-groups	11344.61	522	21.73			
<b>Empathy</b>	Between-Groups	115.45	2	57.72			
	Within-groups	5783.69	522	11.08	5.21	.00	

When Table 13 was examined, it was seen that the scores of the secondary school students from Forgiveness Scale for Adolescents do not differ according to the grade level variable ( $p > .05$ ) in the sub-dimensions of components of forgiveness, revenge, maintaining anger and empathy.

## **Discussion**

Secondary school students' scores from Forgiveness Scale for Adolescents differ significantly according to gender. There are researches in the literature supporting the research finding. Gökmen (2018) found a significant difference in self-forgiveness levels according to gender, and self-forgiveness levels of male students were found to be higher than female students. Mauger (1992) concluded that forgiveness differentiated according to gender and men are the more forgiving gender. Miller (2008) concluded that the tendency to forgive is higher in women in comparison with men in gender and forgiveness meta-analysis research. Kaya and Peker (2016) found, in their research examining the relationship between forgiveness and perfectionism levels of university students,

that there is no meaningful difference according to gender variable. Ayten (2009) found that the level of forgiveness according to gender variable does not show a significant difference. It was determined that there was no significant difference between male and female participants in terms of level of forgiveness (Arsu, 2017).

Secondary school students' scores from Forgiveness Scale for Adolescents differ significantly according to their parental education level. When the literature is examined in the literature, it is seen that there is a limited number of studies concerning the place of forgiveness notion in the family structure. It was observed that there was no significant difference between the average scores of the participants with different educational levels (Arsu, 2017). Parents' family structure has an effect on individual's behaviors and attitudes (Kaya, Bozaslan, and Genç, 2012). One of children's aspects showing similarity with their parents is forgiveness level, especially in growing phase. (Mullet and Girard, 2004). The ability to forgive in individuals is influenced by communication with parents in childhood and by their family structure (Akhtar, 2002). Based on the literature, it can be said that, because it is within the family structure, the level of education affects the level of forgiveness.

Secondary school students' scores from Forgiveness Scale for Adolescents do not differ significantly according to their income status. When the literature is examined, it is found that there is a research supporting the current research findings. Arsu (2017) determined that there was no significant difference between the average scores of the participants who marked their income as insufficient, medium and high in terms of their forgiveness levels (Uzun, 2018). Students' monthly family income does not affect the levels of forgiveness, guiltiness and

revenge. When we look at the results of this study, it can be said that there is no significant difference between income and forgiveness levels of individuals.

Secondary school students' scores from Forgiveness Scales for Adolescents do not differ significantly according to perceived social support status. When the literature is examined, it can be seen that there are studies that have found different results about the effect of perceived social support on human relations. It is seen that individuals who perceive negative attitude from their parents are the ones who have more aggressive and angry behaviors; they can tend to negative thoughts about the situations experienced, and have low ability to forgive because having difficulty to regulate their emotions (Rohner and Britner, 2002). In similar studies, however, it was found that people who perceived negative attitude from their families had psychological harmony and their human relationships were not affected from this negative attitude (Rohner and Britner, 2002). It was observed that perceived social support has positive effects on adaptation to environment and coping with problems (Türkdoğan, 2017). As a result of the research, it was found that the social support perceived by the individuals in their childhood was directly related to the level of forgiveness (Türkdoğan, 2017). It was determined that individuals who have a high quality of perceived social support are prone to forgiveness (Burnette, Davis, Green, Worthington, and Bradfield, 2009). Furthermore, Halisdemir (2013) found a negative relationship between the self-forgiveness and maternal acceptance-rejection in childhood. It can be predicted that the perceived low level of social support in childhood decreases the tendency to forgive (Türkdoğan, 2017).

Secondary school students' scores from Forgiveness Scale for Adolescents differ significantly according to perceived parental attitudes. When the literature is examined, it can be seen that there are researches supporting the present research

findings. It was found that students who perceive their parents as democratic have a higher tendency to forgive themselves and the situation experienced (Tunca and Durmuş, 2018). Children living in a democratic environment are raised by their parents with unconditional love and respect, and their self-perception is positive (Yavuzer, 2000). Therefore, it is thought that they are prone to positive thinking, and adopt forgiving behavior in an unwanted occurrence (Tunca and Durmuş, 2018). People who grow in a democratic environment have a stronger tendency to forgive in comparison with others (Hope, 1987). It was found that the forgiving tendency of individuals, whose perceived parental attitude is protective and authoritarian, was low (Tunca and Durmuş, 2018). As the students' perceived maternal attitudes towards the past increase, sense of self becomes positive and forgiveness skills show an increase (Halisdemir, 2013).

Secondary school students' scores from Forgiveness Scales for Adolescents do not differ significantly according to grade level. When the literature is examined, it is seen that there are studies that are thought to affect the level of forgiveness, indirectly. The level of self-acceptance of students is predicted by the grade level variable. One of the sub-dimensions of psychological well-being is self-acceptance and a positive relationship is found between psychological well-being and self-forgiveness variable (Halisdemir, 2013). As a result of another study, the level of forgiveness of students does not vary much according to their grades (Uzun, 2018).

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## **VALORIFICATION OF THE KINDERGARTEN- SCHOOL EDUCATIONAL PARTNERSHIP IN PREPARING CHILDREN FOR SCHOOLING**

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### **Abstract**

The article addresses the issue regarding the valorification of the partnership between the pre-school and primary education institution in order to ensure the quality of the children's preparation for school. The paper analyzes concepts such as: educational partnership, preparation for school, school maturity; there are highlighted the defining notes of the kindergarten-school educational partnership, the specificity of the kindergarten-school continuity; it is presented a kindergarten-school educational partnership project focused on the optimization of the process of preparing children for schooling.

**Keywords:** educational partnership, kindergarten-school partnership, kindergarten-school continuity, preparation of children for school, school maturity, educational aptitude, educational partnership project.

## **1. Introduction**

Considered increasingly not only as a distinctive and necessary stage of the education system, but also as an integral part of global educational structures, as a first phase of the permanent education, the preschool education reevaluates its objectives, content, teaching technology in the perspective of new educational policies. Taking into account both the permanent educational incidents with the preschool education, as well as the repercussions of the preschool education on the permanent education, it appears the necessity of establishing a stage of child's preparation for the primary school and the problem of the preschoolers' qualitative preparation for schooling is becoming more and more pressing.

Preparing the child for school is an actual issue of concern to psychologists, pedagogues, psycho-pedagogues, parents whose purpose is to prepare the preschoolers for schooling, so that this preparation will ensure their successful adaptation to the new school environment.

The problem of preparation for school places the child in the foreground, as a subject of learning, on whom several factors and educational agents influence, either directly or indirectly, but which serve the same purpose, namely ensuring continuity of interventions, in which to take into account the children's psycho-socio-physical peculiarities and which will ensure not only the child's special preparation for schooling, but also the general preparation for the future schooler status.

The kindergarten, as a transition stage between the family and the school, trains the child in tasks similar to the school ones, but given in the form of play, it increases his intellectual availability, activates him mentally and motivationally, puts him in contact with the preparatory requests for school, contributing to the premises creation of the beginning of schooling in the conditions of an optimal preparation of the child (Golu, 2009, p. 188).

We share the opinion of the researcher Golu (2009, p. 183) who argues that the degree of difficulty felt by the 6-7 year old child at the beginning of school is proportional with the experience he acquired until entering school. In such circumstances, the significance of the process of preparing the child for school is amplified, which requires the subject to a staggered distribution of forces and energy consumption and a progressive exercise of adaptive mechanisms, contexts that can be ensured by the valorification of the kindergarten-school educational partnership.

## **2. Preparation for school: conceptual boundaries**

Doron and Parot (2007, pp. 600-601) emphasize the need for a psychological preparation which represents "the set of processes whose objective is to establish a psychological state favorable to achieving maximum performance on the occasion of a competition".

The child's psychological preparation for the school activity begins, in fact, within the family, where the first tasks of intellectual, moral, aesthetic, physical education are performed. The material, social, cultural conditions, affective atmosphere in the family have a great influence on the child's psychic development. First the family, then, in an organized way, the kindergarten contributes to the enrichment of the volume of knowledge and representations, by exercising and stimulating the cognitive, motivational processes and familiarizing the child with the simplest techniques of intellectual activity. Next, the school makes the most of the acquisitions of the previous stage by replacing the game with learning, as a dominant activity and by efforts to mitigate the important differences regarding the requirements, the offer and the educational program, the evaluation and interrelation mode (Goran, 2010, para 4.) .

Constantinescu (1981), is of the opinion that the preparation for school means ensuring those internal conditions that give the subject the optimal opportunity to successfully tackle future tasks or types of requests or difficulties. This general availability can also be manifested as a positive psychological orientation or montage in relation to a future situation, to which the subject adheres with "the whole of his intellectual, affective, volitional, psychomotor forces " (Chez Comşa & Mihai, 2006, p. 10 ).

Păun (1990) argues that " the preparation for school means, firstly, a state of readiness for the learning activity, the provision of internal conditions that give the child the opportunity to optimally address the demands of the new activity, but also that positive psychological state necessary for school beginning. Also, ensuring those conditions that allow the child to adapt to the specific of the class as a social group ”.

Gutkina (2004) highlights the need to ensure the psychological preparation for school, which occurs at the border between preschool and small school age and, which, first of all, manifests itself in the presence of the child's motivation, especially for the learning activity, allowing him or her to be effectively involved in the educational process and indicating that the development of the intellectual sphere of the child's personality is sufficient to start school.

Moşanu & Liogchii (2013, p. 190) argue that at the moment of entering the school the child must possess a set of prior behaviors, including physical development according to the age level and a good state of health. In this context, the researchers evaluated the level of physical condition and the potential of the cardiovascular system adaptation of the children of the age of 6-7 years.

The child's preparation in the kindergarten should be understood as a process of developing those skills and abilities, which will allow an easy

adaptation of the children to the requirements of the first class. Such preparation is based on the requirements regarding the continuity between the first two stages of our education system. For this, it is necessary the adequate correlation of the psycho-pedagogical factors of the continuity: the knowledge of the age peculiarities; the observation of the principle of stage development of the personality; the assurance of the children's preparation for school; gradual dosing of influences in the educational process; the unity of educational aims and contents operationalized in pre-school education and incipient primary education; the discovery of new relationships between the educator and teacher; the use of the child's skills at the beginning of school, and their evolutionary development strengthens the continuity relation between the preschool and school institution (Manolescu et al., 2013, pp. 10-11).

Golu, Zlate and Verza (1995, pp. 110-111) state that at the beginning of the primary education, it is possible to reach the discrepancy levels of children's preparation for the adaptation to the school tasks, which can be expressed either in the fact that the establishment of the premises of the transition to education occurs before the formal connection to the new activity and then, the child, dissatisfied with the reality of his old social position (preschool), pays less attention to the game, replacing it with other activities until he comes into contact with the school, or the formation of the premises remains behind the formal transition to non-school activities and then, the child, going to school in conditions of insufficient psychological maturation (training), feels dissatisfaction from his new social position (of school), which he perceives as a frustrating factor, that of interrupting the continuity of the pleasant activity, the game.

The discrepancy between the social-objective pole (the position of status and role) and the psychological-subjective pole (the level of internal education

for school) generates dissonances for both categories of children, who are on the threshold of schooling. They will go through a critical phase, of crisis, with different motivational meanings for them: the first experiencing dissatisfaction, emotional discomfort as a result of the prolongation of an occupational status-role that started to be no longer accepted, the second category living the discomfort due to the failures and embarrassing situations that create an occupational status-role that didn't start to be not accepted. Consequently, negative behavioral symptoms will appear in both cases.

We consider that the children's qualitative preparation for school by approaching this complex process from a two-dimensional perspective (general preparation for school / special preparation for school) ensures the school maturity of the children at the beginning of the primary education, creating an easy context for the children's school adaptation.

The *general preparation* for school training involves: physical and physiological preparation, intellectual, social, affective, motivational, moral-volitional preparation, etc.

The *special preparation* for the subsequent school activity involves the knowledge assimilation by the child, the formation of the capacities and the attitudes, that is to say the competences, which will ensure the success of the learning of the basic disciplines in the first class. In this context, the formation of the reading and writing premises and the formation of elementary mathematical representations have priority.

Maturation is seen as a system of bio-psycho-social processes, leading to individual evolution, and during this process, a crucial role is played by the genetic programming (which, under conditions of balance with the environment, promotes functional growth and organization), as well as by the environmental conditions, learning and education activity, decisive for humans. Maturation is

the result of two concomitant processes, one at the anatomical (biological) level and the other at the neuro-psycho-physiological level, which consists in organizing the great neuropsychological systems due to a learning mechanism, under the influence of stimuli and education. We must also add the specific, psychosocial meaning of maturation, materialized in the regulation of conduct in accordance with the norms and requirements imposed by the collectivity, by the existential social environment (Golu, 2009, p. 47).

Cristea (2000) argues that school maturity is one of the favoring factors of school adaptation and implies the full exploitation of the level of biological, psychological, social and cultural development specific to the respective age and stage of education.

Ștefan (2006, p. 210) is of the opinion that school maturation "is expressed by more cognitive, affective-motivational and attitudinal competences, necessary for the child when entering the first class".

Bolboceanu and Vrânceanu (1996) state that school maturity expresses the degree of agreement between the level of development of the child and the school requirements specific to the first class.

Researchers Vengher L., Vengher A. and Kolominskii (1994) highlight in the structure of psychological maturity the following components:

1. *The maturity of the personality*, which includes the formation of children's readiness to receive the new social position - the position of pupil, who has his rights and obligations. This maturity is manifested in the attitude of the child towards the school, towards the learning activity, towards the teacher, towards himself; it also includes a certain level of motivational sphere development (motivation for learning must be developed); it involves a certain level of emotional sphere development (emotional stability).

2. *Intellectual maturity*, which concerns differentiated perception; analytical thinking; logical memory; the interest towards knowledge, towards the process of its acquisition; possession of oral language; development of gentle hand movements and visual-motor coordination.

3. The social-psychological maturity, which includes the formation of those qualities in the child, which help him to communicate with his peers, with the adults; it involves the possession of the ability to interact with others; the ability to give in and defend himself, the ability to obey the interests and habits of the group (beside Vîrlan, 2005, p. 67).

According to the scheme of school maturity after Bernart (apud Bolboceanu & Vrînceanu, 1996, p.67), the mature personality for school must be characterized by the following moments: *physical maturity* - resistance to effort; *mental maturity* - the capacity for analysis and planning, understanding the norm, the rule, the quantities; *volitional maturity* - the ability to self-regulate, inhibit his impulses and regulate his needs; *social maturity* - the need to belong to the group, appropriate social conduct in the group; *moral maturity* - the feeling of duty and responsibility, awareness of pregnancy; *maturity for work* - perseverance, attention, need for performance.

In the acceptance of the researcher Cemortan (2008, pp. 40-41), an important aspect of the educational actions carried out in the preschool institutions in order to ensure the children's school maturity is the formation of the basic behaviors for this age:

- *Social behavior*: the formation of moral qualities and character traits; revealing and respecting the position of another human being; cultivating the conscious discipline, the ability to understand the rights and obligations; preparing the child for the new social status, the school one, and respecting this role in the training process; the formation of the ability to appreciate from the moral and civic point



of view his own behaviour and that of the colleagues; the faculty to respect the interests and the rules established by the children group

- *Affective behavior*: the degree of emotional sphere development (the ability to control his emotions); the level of motivational preparation; the child's positive attitude towards school, the desire to acquire new knowledge; the subordination of motives, in the hierarchical system whose motives and cognitive interests begin to become dominant; the formation of the mechanisms of the regulation of the volitional actions (minimizing impulsive reactions, the ability to subordinate and prioritize actions, the possibility of overcoming difficulties, the degree of independence, the ability to act appropriately when assessing the task performed, the ability to analyze independently the result obtained, the observance of certain norms of conduct);

- *Cognitive behavior*: the presence of representations and knowledge about the environment (important is not the volume, but the quality, the degree of generalization of knowledge, the child's ability to manipulate with it internally); the possession of the initial elements of analytical thinking, the ability to highlight the general characteristics of objects and the relationships between phenomena; the orientation by model in the working process, the ability to copy the exact model and to work according to the rule; the level of preparation for conscious regulation of cognitive activity; the presence of cognitive interests and the premises of creativity; the possession of sensory and intellectual means; the sensory experience; the possession of perception actions oriented to the analysis of objects, phenomena, properties and relations between objects and phenomena; the successful use of the system of sensory standards; the formation of visual-motor coordination, the perception of the object in the space; the ability to focus attention on the activity.

- *Verbal behavior*: the development of the language semantic and communicative function; the practical possession of all aspects of the mother tongue (vocabulary, phonetic culture, grammatical correctness, coherent expressive language); the presence and degree of language forms development; literary development (perception, elementary analysis, reproduction of texts); the formation of literary language; the association of speech sounds with their corresponding signs (letters); the formation of reading and writing premises; the development of verbal creativity.
- *Motor behavior*: the orientation in time and space; the possession of basic motor skills and qualities; the formation of the habit of independent exercise; the auditory-motor coordination; the harmonious physical development, the formation and improvement of psychomotor capacities; health fortification, the formation of health and hygiene skills.

Cermoran (2013, pp. 8-9) notes that in the children's preparation for school, the formation of learning competences is relevant, in the context of which the subject's knowledge, abilities and attitudes play an important role. Thus, at the end of preschooling, in addition to a volume of knowledge and skills, the child must possess an elementary level of attitudes. Also, it is necessary not only an intellectual and affective preparation of the child, but also a volitional preparation, which is supported by an adequate, appropriate belief that forms a positive attitude towards learning, educates his curiosity and the desire to learn, love of books, it forms his activism. Only in such cases we can positively appreciate the child's degree of preparation for school, we can argue that the preschooler was trained with the most elementary learning skills, the basis of school maturity.

Botnari (2013, p. 6-7) argues that "the methodology of forming the learning competence must focus on enhancing the resources of the subject,

consisting of knowledge ("to know"), skills, abilities ("to do") and attitudes, values ("to be", "to become") in a concrete situation in which the subject realizes this potential". In the efficient formation of the learning competence, the educators/teachers are urged to respect the following "constructivist principles: the principle of mental construction priority; the principle of autonomy and individualization/personalization; the principle of contextual learning; the principle of collaborative learning; the principle of priority of formative, dynamic evaluation".

The aptitude for schooling or school maturity requires the acquisition of the skills, skills and abilities necessary for the school activity based on learning (Mogonea, 2016, p. 9)

The schooling aptitude is a concept with a dynamic content, always at the intersection between the level of the child's development at the age of school debut and the volume, the level of the demands of the first class; it expresses a certain level of the general development of the child of 6-7 years which, through the specific requests of the school-type activity, makes possible the further harmonious development of all the dimensions of his personality (Comşa & Mihai, 2006, p. 11).

The aptitude of schooling aims on the one hand the adaptation as a result of a succession of transformations of the child under a bio-psycho-social relationship, and on the other hand, it concerns the fund, the volume of knowledge that the child has about the environment and which will constitute a starting point and the premises for further learning and development. Thus, the aptitude for schooling is the result of the interaction between learning and development, between the instructional-educational approach and its consequences in the psychic development plan (Goran, 2010, para 4.).

Coaşan & Vasilescu (1988, p. 30) state: " The adaptation to the first class involves not only the proper development of cognitive psychic processes, of the most important operations and qualities of thinking, of intellectual qualities, of the formation of intellectual work skills (to observe, to listen to the demands of the adult, to act correctly on their basis, to answer questions, to formulate them, to appreciate, to complete the colleagues' answers), but also the intervention of the affective-motivational and volitional peculiarities."

Radu (1976, p. 53) states that the schooling aptitude, being not limited only to the child's intellectual-cognitive preparation in order to assimilate the content of the training, is, a much more complex notion that relates to the multidimensional state of the child's personality including the affective, volitional and social sphere. In this context, the degree of the development of the interests of knowing the child as a support of a sustained learning motivation, the orientation in the environment, the child's sociability, which make him able to adjust his activity according to the requirements of the adult, of the school program as well as to carry out a group activity, a certain degree of motor development and others, complete the general picture of the schooling aptitude.

Mihai (2010, p. 31) considers that "a child apt for schooling: perceives; understands; thinks; evaluates; makes decisions; acts; adequately verbalizes what he wants to communicate; he expresses correctly: thoughts, desires, intentions, emotional experience; he has a mastery of language as a tool for: information, communication, expression; he classifies and sorts objects according to different criteria; he uses the concepts of time and space correctly; he operates frequently with terms that express quantity ratios: much, little, higher, smaller."

Burlea and Milici (2008, p. 5) are of the opinion that "the approach of the concept of the schooling aptitude as a foundation on general education (the formation of learning competences, the sensory and cognitive education, the

communication and language development, the psychomotor education) and the special training (the formation of the reading-writing premises, the formation of mathematical representations) increase the value of the process of preparing the children for learning in school. In order to ensure continuity in the formation and development of schooling skills for children aged 5-7 years, it is necessary to gradually measure the influence on children in the learning process and to develop a system of relations between the educator and teacher with a view of aiming at adopting educational strategies meant to facilitate the learning process at the next stage."

The preparation for school is therefore a complex problem that aims at ensuring the formation of an extensive range of availability that ensures the child the success of the school start.

We believe that the efficiency of the process of preparing children for school, with maximum impact on ensuring their later adaptation to the school start, will increase if the following psycho-pedagogical conditions are met:

- Emphasis will be placed on both the special preparation and the children's general preparation for school.

- The continuity between the activity of the preschool institution and the primary school will be ensured, by the valorification of the kindergarten-school partnership project focused on the effective preparation of preschoolers for schooling, with an impact on enhancing the quality of the child's subsequent adaptability to the school status. Within the respective project, the teaching staff from the two educational institutions will be included in various common activities such as: methodical meetings, seminars, roundtables, consultations, workshops, trainings, conferences, mutual attendance of educators and teachers to didactic and extradidactic activities with the acquisition of the advanced experience and of the good practices in the children's preparation for school with

a view of a quality school adaptation afterwards. Also, the involvement of preschoolers and small schoolchildren in various joint activities will be monitored.

### **3. The educational partnership: terminological benchmarks**

The partnership represents "the cooperation in an action of common interest" (Ştefan, 2006, p. 246).

Kaşlenko (2004) argues that the partnership represents constructive cooperation, characterized by common interests, goals and values, based on the benevolent character and the persistence in time of the relationships assuming the responsibilities of all parties towards the achieved result.

The partnership constitutes: "a commitment in a negotiated joint action; a contribution of resources, of exchanges, of contacts, of associated networks in constructive terms; a negotiation between the parties having the power to contract with a recognized interlocutor; an agreement of mutual collaboration between equal partners working together to achieve their own interests, solving common problems; an institutional framework for solving common problems, through a coherent action, starting from the definition of the framework objectives within a certain time, with the clear distribution of responsibilities and evaluation procedures" (Cristea, 2000, p. 280).

Vrasmaş (2008, p. 19) is of the opinion that the educational partnership aims at "the form of communication, cooperation and collaboration in the child's support at the level of the educational process, which involves a unit of educational requirements, options, decisions and actions between educational factors".

Cuzneţov (2002, p. 13) states that the partnership represents "a social relationship that includes a set of interrelations of educational agents, thus ensuring the social integration of the subject".

The educational partners also contribute to the stimulation and consolidation of all aspects involved in the three dimensions: intellectual, affective and relational. The action of the educational partners is always required to be coordinated so that they may have the opportunity to manifest themselves in solidarity and complementarity, each acting through the specific means available to them (Nicola, 2000, p.108).

Cojocaru (2003, p. 976) argues that a clear distinction must be made between *partnership and collaboration*. The partnership has several characteristics: it is a *relationship established* between two or more persons, institutions, groups that put together certain resources to achieve a common goal. It is always born of the desire to solve a certain social problem by outlining the tasks, obligations and rights of each partner. It involves the input of the factors involved, depending on the real possibilities of each individual; it is an *equality relationship* because no subordination relations are established; *both partners evaluate* the degree of achievement of the common objectives and the *management of the resources*; it is concluded for *a relatively long period* of time; there is *permanent communication*; the responsibilities are assumed by the partners to fulfill the objectives of the joint program; each partner assumes *the risks and failures of the program*; there is a policy established for *the common promotion of the common image* of the program; it is a relationship that imposes *a high degree of rigidity* in changing the objectives and activities established within the program; it presents a *high stability, a low risk of dissolution* of the partnership until the end of the program; it presents *the security of a common medium or long term strategy* when the program has achieved its objectives.

The collaboration is distinguished from the partnership by several significant differences: it is a relationship established between two or more persons, institutions, groups that have *different purposes*, but in order to achieve them, they need the support of others; it is an *unequal relationship* between those who cooperate because the resources are not common and each manages their resources to achieve their own purpose; within the collaboration, *each participant evaluates their own objectives and manages their own resources*; it has a *punctual character*, it does not have a permanent character; in a collaborative relationship, *the communication is fragmented*; each collaborator assumes the responsibilities from the perspective of his/her current program; each collaborator assumes *the risks and failures* for his own activities, and not for those of the program; each practices an *individualized promotion* of their own programs; i) the collaboration implies a greater flexibility offered by the existence of different objectives for each participant; it aims at an *unstable relationship* and there is a risk of dissolution of the relationship when a participant does not reach his / her own goals; it is characterized by short-term strategies.

#### **4. The kindergarten-school educational partnership focused on the optimization of the process of preparing children for schooling: defining notes**

The core value of the partnership between the preschool and primary education institution is the continuity of the kindergarten-school.

According to Cristea (2015, p. 599), "the continuity between the school levels and stages represents the general objective strategically committed to the construction of modern education systems, promoted especially in the case of designing and carrying out school reforms, in any historical context determined from the psychological and social point of view. Its non-realization, materialized



in the discontinuities that appear between different levels and school stages, constitutes a cause and an expression of the crisis in which there was a system of education, in a certain stage of evolution / involution that imposes its reform as its solution".

The continuity assurance involves "facilitating the pupils' adaptation to the conditions of organization, planning, realization and development of their own education to a new level of education" (Cristea, 2015, p. 601).

The continuity between the preschool and primary education is achieved through common goals, through similar contents and methods. Both the forms of organization and development of some activities, as well as the educational methods and the contents of the preschool education anticipate the primary cycle. The generalization of the inclusion of all the children of 5-6 years in the educational system facilitates the social integration of the child and ensures the continuity between the two stages of the education system. From a psychosomatic point of view, the two stages of age (preschool and small school) have many common features, which ensure the element of educational continuity: the 3-year-old child, first confronted with the difficulties of adapting to the collective life, at the time of entry at the kindergarten, will integrate more easily, faster in the school system. The beginning of the child's socialization in the kindergarten, the diversification of the human relations (child-adult relations, child-children relations) continue in the primary cycle, within the organized framework of learning. The human relations become more complex, they are structured on professional criteria. These new relationships require the development of verbal and nonverbal communication skills, as well as the formation of civilized behavioral skills, while deepening self-awareness (Manolesu et al., 2013, pp. 8-9).

In order to ensure the effective partnership between educators and teachers focused on the optimization of the process of preparing children for schooling "it is necessary to make common kindergarten-school actions, such as: presenting video cassettes with aspects from the reception of children on the first day of school, having invited the pupils of the first class and their teacher; attendance at a reading, math, writing activity; organizing evaluation activities - contests that take place with the first class (customs and Christmas carols, sports competitions, the first of June); walks around the neighborhood; country trips; dramatizations, in which the role of the pupil was interpreted by the preschool child; making cards on the occasion of 8 of March etc. " (Manolescu et al., 2013, p. 11).

The preparatory class aims, by its specificity, at adapting the child to the school demands proposed by the learning activities with a finalist, organized and systematic character. The focus of the educational process on the child in the preparatory class should be reflected in the approach of the curriculum from the perspective of global development and should aim at including all the important aspects of the complete development of the child, in accordance with his or her individual and age peculiarities. The emphasis placed on capacities and attitudes development related to socio-emotional development (living and working together or with others, managing emotions, respecting diversity), the physical development (fine and coarse motor skills, but also health and healthy food) or the development of the attitudes and abilities in learning (curiosity and interest, initiative, persistence in activity, creativity), along with traditionally pursued academic competences (in the field of cognitive and language and communication development) require the teaching staff to rethink the educational approach, the specific modalities of organizing the learning and teaching process, as well as the specific evaluation modalities at this level of schooling. The

transition from games to learning does not have to be abrupt; the passage must be achieved gradually, by introducing in the activities of the type of game some sequences of the active learning of conscious voluntary effort, which will anticipate systematic organized learning steps, integrated in improved learning strategies, accompanied by evaluative processes organically inserted in the instructive-educative activities (Manolescu et al., 2013, p. 21).

Our concern for streamlining the process of preparing children for schooling in order to subsequently adapt them to the demands of the school environment has determined us to develop and implement a kindergarten-school partnership project with the topic "Preparing children for school - a priority condition in ensuring school adaptation".

The aim of the project was to support and promote the efficient and constructive cooperation of the teaching staff from the preschool institution and the primary school in order to ensure the qualitative preparation of children for schooling.

The objectives of the project were:

- determining the interconnection of the objectives, contents, methods of teaching-learning-evaluation and the forms of the organization of the didactic activity specific to the two stages of education in order to ensure continuity in the preparation of preschool children for the new pupil status;
- common participation of the teaching staff from the kindergarten and primary school in various activities (roundtables, seminars, methodical meetings, workshops, individual and group consultations, trainings, etc.) focused on the problem of the efficient preparation of children for facilitating subsequent school adaptation;

- taking advanced experience through the mutual attendance of educators and teachers to public activities and lessons in order to ensure the continuity of the educational process in the two educational institutions;
- making direct contacts between preschool children with young pupils (especially with the first class pupils), focusing on common participation in various didactic and extradidactic activities (conducting exhibitions, competitions, festivities, making reciprocal visits, etc.).

#### Beneficiaries:

- direct: the teaching staff from the pre-primary and primary education;
- indirect: children of preschool age; pupils of young school age; children's parents.

#### Resources:

- human: the project coordinator, the managers and the methodologists of the institutions, the educators who work in the pre-school groups, the teachers of the first - fourth classes, the preschoolers in the preparatory group for school, the pupils of small school age, children's parents.
- materials: the entire material basis of the institutions involved in the project; objective didactic means: cardboard, colored pencils, pens, etc.; imaginary didactic means: sheets, worksheets for children and teachers, images with story sequences, etc.; audio-visual didactic means: computer, video projector, camera, etc.

#### Strengths:

- Ensuring the opportunity to increase the teaching staff professional competences in the field of the children's efficient preparation for optimizing their subsequent adaptability to the educational environment in the primary school;
- Favoring the increase of the level of preschool children's preparation for school;

Risks: lack of some teaching staff's interest and motivation to cooperate and collaborate in order to make the process of preparing the children more efficient for the adaptation to the subsequent school activity.

Expected results:

- ensuring the continuity between the activity of the pre-school institution and the primary school in the process of preparing children for school;
- increasing the level of general education for school (physical, cognitive, socio-affective, motivational, volitional, etc.) and preschoolers' special preparation for school (the formation of reading and writing premises, the development of language and oral communication; the formation of elementary mathematics representations) for optimal school adaptation;
- increasing the interest of educators and teachers in the problem of children's general and special preparation in order to ensure the subsequent school adaptation.

Among the most effective forms of kindergarten-primary school partnership implemented in order to optimize the process of preparing children for school, we can mention:

- Joint activities of the teaching staff: Roundtable "Preparing for school - an imperative of modern preschool education"; Individual and group consultations on the issue of preparing children for school; The psycho-pedagogical council with the theme "Valences of the kindergarten-school-family partnership in preparing children for schooling"; The seminar "Diagnosis of school maturity of children from preschool and primary education"; The seminar "Incursion into the problem of the school adaptation of the first class pupils"; Psycho-social training "Preparation for school versus school adaptation"; Workshop "We are together in the children's effective preparation for school".

- Joint activities of preschool and small children: the involvement of preschoolers in the organization of school holidays: "Good morning, school", "Goodbye, dear abecedar"; the involvement of the children of small school age in the celebration "Goodbye, dear kindergarten"; the joint organization of trips, walks, entertainments with a well-defined purpose; the organization of school visits in order to familiarize preschoolers with the school environment and to form correct representations about school.

For carrying out the above mentioned partnership project, we respected certain conditions exposed by different researchers (Cuznețov, 2002; Băran-Pescaru, 2004; Vrasmaș, 2008) regarding the facilitation of the interaction between the educational partners, which we considered to be valuable in the optimization of the process of preparing children for schooling in the context of the valorification of the kindergarten-school educational partnership:

Cuznețov (2002) mentions the following conditions which, being respected, contribute to the efficiency of the relationship between partners: respecting the ethical norms and the requirements of the Code of ethics of the educational partnership; ensuring the prospective and continuous character of the educational partnership; ensuring the flexibility, dynamism and empathy that would become defining characteristics of the educational partnership.

Băran-Pescaru (2004) highlights the contexts that make the cooperation between educational partners more efficient, among which we list: the efficient communication, overcoming time and resources constraints, partners differences; the meticulous planning, flexibility, continuity, persistence, consistency and diversity of joint actions undertaken in order to solve the problem of common interest; the current evaluation of the effectiveness of the educational partnership forms implemented and the continuous monitoring of the project.

Vrasmaş (2008, p.219) lists the following conditions that optimize the educational partnership: interactions accepted by all partners; the effective collaboration - a common action in which each one has a different role; the effective cooperation - a common action in which interrelationships and common roles are exercised.

The mediatization of the educational partnership project was achieved by: the popularization of the idea of necessity and the results of the kindergarten-school educational partnership within methodical meetings, scientific and practical conferences; cooperative activities between educators and teachers in various publications.

The evaluation of the kindergarten-school partnership project aimed at:

- a) Evaluating the degree of the teaching staff involvement and interest for the proposed project. Modality: observation method, investigation.
- b) Evaluating the impact of the project on the children's preparation for school. Modality: questioning, observation, testing, analysis of children's activity products.
- c) Summative evaluation. Modality: carrying out a final analysis of the project in order to reveal the relationship between the proposed objectives and the attested results

## **5. Conclusions**

1. The preparation for school is a complex process specific to the preschool age, focused on the two-dimensional approach (general education, special education), which acquires a particular connotation in the context of the subsequent adaptation of the child to the demands of the new school status.
2. The efficiency of the process of preparing children for schooling increases significantly in the case of ensuring the continuity between the activity of the

preschool institution and the primary school, through the valorification of the effective educational partnership between educators and teachers.

3. The kindergarten-school partnership involves the determination of the interconnection of the objectives, contents, forms of instruction, methods and teaching aids in order to prepare children for schooling; it aims at establishing direct contacts between the educators from the preschool institution and the primary school based on the analysis of the Curriculum of the two institutions, on the selection, systematization and elaboration of the teaching-learning-evaluation technologies, on the exchange of experience between the educators and teachers; it provides direct contacts between the children of preschool age with the pupils of the first class through joint participation in various didactic and extradidactic activities

4. The efficient communication, constructive, coherent and persistent cooperation of the educators from the pre-school institution and teachers from the primary school, involved in various common activities (methodical meetings, psycho-pedagogical councils, seminars, workshops, consultations, roundtables, attendance to didactic and extradidactic activities etc.) lead to the efficiency of the children's preparation process for schooling, which has maximum impact on their subsequent quality school adaptation to the school start.

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## THE MODERN CONCEPT OF VALUE ORIENTATION

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### **Abstract**

The present article includes theoretical study of various scientific papers concerning value and value orientation with the reference to definitions, characteristics of structural components of value orientation, correlations with different elements of personality system, factors impact upon the process of value orientation development. The analysis of the scientific approaches and their attempts to define the value orientations highlighted some unclear positions and controversies that led to elaboration of own definition for the notion of value orientation.

**Keywords:** value, value orientation, behavior, attitude, conviction.

### **1. Introduction**

The notions of ‘value’ and ‘value orientation’ are currently used with different intentions by various social agents. Although there is a relative consensus in the interpretation of the given concepts, there is also a lot of unclarity, ambiguity, and controversy. This uncertain situation is conditioned by

the presence of various significant registers of the value and value orientation concepts, but also of the referential variants for the evaluation of the phenomena mentioned.

Problems related to human values are some of the most important for the sciences that are concerned with the study of man and society, among which they are mainly involved in the sciences of education, pedagogy, psychology, etc. This finding derives from judgments that proclaim that values are the integral basis for both a particular subject and a whole society. The disintegration of value base obligatory causes a crisis situation, the overcoming of which is only possible by conquering new values. Updating values to a considerable extent guides the convictions, attitudes, behaviors of individuals in general, values having the status of specific regulators of human actions.

Personality undoubtedly needs educational assistance in acquiring content supporting values that form an ensemble of value orientation; and the result of conquering and holding them is conditioned by the quality of the social, educational factors, etc.

The initial approach to the concept of value orientation highlights multiple questions of scientific reflection. For example: what is the complex definition of the concept? What content does the entire value orientation ensemble have? What are stages of its formation? How does the process of value orientation unfold? What is the difference between value and value orientation? and so on.

By examining the definitions of the terms ‘value’ and ‘value orientation’, we find the presence of various, multidisciplinary and contradictory scientific approaches, although some scientists consider them synonymous, some equate them, and others try to differentiate them by reflecting only their broad aspects.

## **2. Theoretical approaches**

In examining the notion of value orientation we highlight two constituent elements: 'orientation' and 'value', which in a certain way denotes their area of action and the results of this influence.

In DEX dictionary, we can find the following interpretation of 'orientation': "the action of (orientation) and its outcome; figuratively - trend, inclination; conviction, conception" (DEX, 1998). 'To orientate' means "to know where to head to reach a destination, recognizing, establishing direction, finding the way; to determine the best way to follow in certain circumstances, the attitude, the most appropriate solution, to act appropriately; to send someone in a particular direction" (DEX, 1998).

Generally speaking, as defined by DEX, 'value' means "acquiring certain things, facts, ideas, phenomena to meet social needs and ideals generated by them; the sum of qualities that give price to an object, a being, a phenomenon etc.; importance, meaning, price, merit" (DEX, 1998).

By analyzing these dictionary definitions we have tried to synthesize them and therefore we have obtained the following result: 'value orientation' is an action aimed at establishing the direction, identifying the effective ways to follow, under certain circumstances, in order to acquire facts, ideas, phenomena to meet the social requirements and the ideals generated by them, forming the most appropriate, adequate attitude that gives price to an object/action expressed through behaviors. This broad definition can be explained from the perspective of the internal and specific characteristics of an object (animate or inanimate), and also of facts, principles of a human being with a focus on social needs and general principles outlining social life.

The notion of value is a fundamental notion for philosophy. Philosophy explains the world through logical values, but it tends to explain everything that transforms the world according to ethical human ideals. Philosophy shows how

reality emerges, how it evolves, and then the value of all its changes. The concept of value from the philosophical point of view was examined by the Romanian scholar Petre Andrei in the work “Philosophy of Value”.

P. Andrei has established that the phenomenon of value is the psychic phenomenon, a feeling that accompanies a judgment, which seeks to achieve a purpose in different forms. But man establishes different values according to the outer circumstances or his spiritual provisions. The author highlights a large number and variety of values, which can be classified according to certain criteria (validity, quality, subject, motives, object, psychic faculty, and their area of use), establishing a harmonious hierarchy of values (Andrei, 1997).

P. Andrei (Andrei, 1997) argues that a diversity of values is not a sign of anarchy because they can be grouped or classified according to a certain criterion, thus establishing a harmonious hierarchy of values. The scientist raises such a question: how can these values be ordered and what criterion can be used? And he replies in the following way: a classification is not only an ordering, a grouping of ideas to facilitate scientific labor, but it must serve a theory, consist of real judgments so that by grouping and subordinating things one can form their theory.

From the perspective of sociological approaches, T. Parsons defines values as ‘the ultimate mobile’ of the actions of individuals and collectivities, as defining elements for social life (Parsons, 1937, apud Paladi, 2011]. Hence the way to identify their manifestations, both by behaviors and by attitudes, the latter being the direct expression of values.

For M. Rokeach (Rokeach, 1973, apud Paladi, 2011) the values are similar to attitudes. Attitudes are, however, more elementary, and values are deeper, determining attitudes. This is a generally accepted point of view in sociology today. The distinction between the two concepts becomes clearer if we note that

attitudes refer to specific objects and situations, while values are guidelines associated with more general classes of objects and situations.

Cl. Kluckhohn proposes the following classic definition of value: “an explicit or implicit distinction, for an individual or characteristic of a group, of what is desirable, which influences the selection of available modes, means and goals of action” (Kluckhohn, 1951, apud Voicu, 2010).

M.Rokeach denotes that value is “a lasting belief that a certain path or purpose of existence is socially or personally preferable to an opposite path or purpose” (Rokeach, 1973, apud Voicu, 2010) [apud 11].

From a psychological point of view, V.Sopov and L.Karpushina (Karpushina, 2007, pp.61-66) define the notion of value as an attitude of the subject to various facts, events of life, subjects (people) and objects and recognizing them as important in life. The authors analyze the following correlating values and spheres of life: self-development, spiritual satisfaction, creativity, social contacts, personal prestige, financial well-being, skills, personal level of individuality, the sphere of professional life, education, acquiring knowledge, family life, social life, entertainment, and physical activity.

Personal values present one of the most important subsystems of the personality content sphere. Taking into consideration the classification of the psychological nature of individual values proposed by D.Lentyev, the authors L.Karpushina and A.Kaptsov (Karpushina & Kaptsov, 2006) assume that personal values have a double essence. On the one hand this presupposes the relation (the ratio, the attitude) that has the function of direction and structuring, on the other hand the values are in the same line with the needs and the learning motives, leading to study valuing, which manifests the stimulating power, the orientation and motivation function.



B.Voicu (2010) mentions that, from the psychological perspective, values represent the elements of individuals' orientation in the surrounding world. They constitute the decoding of possible actions to identify potential gratifications, benefits deriving from the scales of each preference, depending on personal motivations, needs and aspirations. From the sociological and anthropological point of view, scientists define values as being within the individual, different from each other, but having an important social determinant, expressed and induced by norms, customs and ideologies. According to Clifford Geertz's (Geertz, 1984, apud Voicu, 2010) position, values, like beliefs, are nothing more than individual perceptions of collective values and cultures specific to each culture and internalized through socialization.

Value orientations arranged into a value system are of major importance in an organized personality system that has an impact on the whole life and penetrates into all layers the subject is involved: social, economic, political etc. Cl. Kluckhohn defines value orientation as an “organized and generalized concept, influencing behavior, nature, humanity, human relations with others and desirable and undesirable as they may be related to the environment and inter-human relations” (Kluckhohn, 1951, apud Voicu, 2010). Religiosity can serve as an example of value orientation, and the religious ritual, manifested by attitudes towards church, prayer, fasting, etc. is an example of the value.

Values do not exist by themselves, independently. Any value determines and is determined by other values. M.Rokeach notes that these dependencies are not coincidental. Humans are consistent beings, which implies the existence of a minimal harmony between the values of each individual. It is unlikely, for example, that a profoundly religious person should militate for tolerance towards homosexuals or for gender equality (mainly Christianity and Islam, religions in which women traditionally have a secondary role). Value guidelines in these areas

are interdependent, even if they are distinct. Moreover, values never exist separately, but are integrated into value systems. Here the relationships between them are organized in a consistent way, forming a latent way of guiding individuals in all their actions, as a result of stable, lasting patterns, whereby each individual unconsciously structures his or her beliefs about purposes of existence and modes considered desirable to achieve them. Like C.Kluckhohn, M.Rokeach perceives a hierarchical organization of values, with central values that become priority. The value system is relatively stable, but it can be changed by changing the value hierarchies, and their priorities (Kluckhohn, 1951, Rokeach, 1973, apud Voicu, 2010).

Value stability is, however, superior to that of attitudes, which change more easily, being determined by different sets of values, not necessarily central ones.

On the other hand, the interdependence of values makes the centrality of some of them in fact represent the centrality of a wider set of values. Hence the difficulty of distinguishing between value orientation and value, the two terms are generally used as interchangeable.

The individual can be described to the extent that he or she reacts to certain situations, that is, according to the characteristic features of his or her behavior. It can also be described in terms of motivation with reference, for example, to the values to which the motivation is attached. These two types of measures (motivation and values) are important for individual assessment.

N.Silistraru (2006) believes that value orientations are often given the same meaning as convictions - the product of the later development of the individual. The phenomenon of conviction means that the disciple has discovered his/her Self and realized what values s/he has internalized. It follows that social directives become convictions due to a beneficial activity of acquiring

knowledge. Not all social directives are elevated to convictions, so many remain unconscious regulators of behavior.

Convictions are expressed through generalized social, moral, aesthetic, political, etc. ideas. Although the knowledge in question has an important role in the formation of convictions, it is wrong to think that knowledge is transformed into convictions. In the absence of previous social directives, new knowledge cannot turn into convictions - regulators of behavior, man does not know about directives, and it seems to him that based on knowledge, the convictions - regulating behavior have emerged. At the same time, convictions are the ultimate, final stage in the autonomous development of the personality's position (Silistraru, 2006).

Sociologists and researchers in other fields, by conviction, understand the verbal tendencies of man in behavior. But mankind has long noticed that good tendencies are not always materialized through good deeds. Therefore, in the theory of education, personality is regarded as a subject of beliefs not only because it has 'beautiful dreams' or is ready to discuss what s/he believes or what s/he does not believe (Silistraru, 2006). In the theory and practice of education, convictions are interpreted as real driving forces of pro-social behavior, corresponding to the conscious attitude towards the objects of this behavior, the educator's orientations in different situations of the human realities, and the educator urges the one being educated towards self-determination in complicated social situations.

The value system of a person can serve to determine what s/he is doing or how successful s/he is. Their immediate decisions, like long-term projects, are influenced by their own system of values. Their personal satisfaction generally depends on the possibility, more or less, of expressing their own values in everyday life. The existence of incompatible values or the conflict between their

own values and that of others are often the origin of personal and interpersonal problems.

T.Vianu (1979) examines values as objects of consciousness, included in the desired action independently of their connection to certain things, that is, with those concrete supports which were named assets. However, values contents also comprise the indication of the concrete support for connection with them. Not every value can be linked to any concrete support. When it encompasses, for example, charity, it is absolutely clear for the consciousness that it is the value of a human character or action, that is, a personal value. But when we have an economic value, such as edibility, there is no doubt that we are dealing with value that can only be linked to things, that is, of real value. There is no possibility of encompassing charity as the value of things, nor of engraving edibility as the value of some people. Although as part of people's diet they consume organic beings, they do not consider these as individuals but as things. People attribute the value of things to edible animals. If people attribute the value of a person to a reputable animal, they cease to attribute the actual value of the edibility to it. Thus, any value in a specific situation is also given the indication of a concrete type of support which is meant to accompany the respective value.

T.Vianu (1979) approached value from a closed or open system perspective. The scientist considers that the system of values appears as such closed to its inner limits and joints. But it appears as open as it can get richer content, between these limits and fixed joints. And because, speaking of a closed or open axiological system, a metaphoric use of words can be given, the metaphor can be continued, saying that the system of values seems closed in the configuration lines of its surface but open in its depth, as one that can receive the unlimited contributions of new desires.

### **3. Value orientation in correlation with components of personality system**

Russian scholars have conducted research on the relationship of trust with personality value guidelines. The studies conducted by T.P. Scripkina, P.N. Shihirev, M.J. Dvoeglazova have shown that trust determines not only the behavior, the style of communication, etc., of the human being, but expresses the integral characteristic of the personality that sufficiently reflects the whole complex of human attitude to people (the social world), objects (material world) and person. Such approach is traditional for the national scientific school of the psychology of trust, in which the phenomenon of trust is viewed through the prism of the personality's subjectivity, and the manifestations of trust belong to the sphere of the social psychology of the individual. Confidence, acting as a condition for any human activity (according to T.N. Skrypina), appears as a phenomenon that largely determines the system of a person's relationship to the world and to themselves, and the process of creating trust is a process of correlating the value attitude of an individual to himself/ herself and his/her partner by interaction (Skrypina, 2003).

Thus, the system of trusting relationships of an individual is closely related to the system of value orientations of the individual. This relationship becomes even more obvious when analyzing the content of the concepts 'value orientations of a personality', 'life values of a personality', 'value-semantic sphere of a personality', etc. As the analysis shows, the definition of concepts related to the value sphere of a personality reflects the characteristics similar to the content of the manifestation of the trust phenomenon: "personal value orientations of an individual are manifested in the ability to take responsibility for finding goals in life and realizing these goals, helping to adapt to constantly changing conditions, living life more meaningfully" (Penikov, 2000).

“The value attitude can be formed to the objects and attributes of both external reality (money, objects, people, etc.) and the person’s inner world (self-confidence, development, self-improvement, etc.)” (Gorodetskaia, 2004). In the above characteristics we can note their substantial affinity with the characteristics of trust manifestation, moreover, both trust in the social world (people) and the world of objects (money, objects), and oneself (self-confidence, self-attitude, etc.). The presence of similar elements in the theoretical definition of the content of the phenomenon of trust and the system of value orientations of an individual determines the relevance of correlating these phenomena on an empirical level in real life manifestations of an individual.

In the theories of Russian scientists, motivation is examined in relation to value orientations. E. S. Chugunova, R. X. Shakurov, E. Yu. Iyataeva, D. A. Leontyev believe that the study of the value-motivational characteristics of the personality is especially significant in the process of managing people. In their opinion, depending on the value orientations, a motive can act as a socially significant, significant for a given group or community, and individually significant. In connection with the conditions of activity and the nature of the need for motivation, material or spiritual impulses can be brought to the fore.

Values as the most important regulator of life of people and social groups determine decision-making in situations of choice and impose a strong imprint on behavior. Value orientations ensure the stability of the individual, certainty and consistency of behavior, constancy of the relationship of a person with the social world, with other people. Values encourage action, determine the content, and focus of any activity.

In the scheme of social determination of individual values by Jagodzinsky, the process of influencing individual values by those of the community is described. Individual internalizes norms specific to several groups,

to which s/he relates cognitively, evaluatively and affectively, developing his/her own individual values. Some of these may become common values for some of the members of one or more of the membership groups, subsequently transferring again to individuals and manifesting themselves through individuals and behaviors.

M.G. Rogov (2005) notes that values are discovered by the subject in stages - first through emotional reactions, then through a stable emotional attitude and, finally, through a rational assessment. Values-means and values-goals are experienced to varying degrees, but both have an emotional side. It is because of this that they can change places, 'turn' into each other.

The structure of a system is understood as the organization of the connections and relations between subsystems and elements of a system, as well as the composition of these subsystems and elements, each of which has a specific function. Such an understanding is not quite suitable for describing developing systems, and it is them that most often come across in psychological research, in which the structure is also only relatively stable. Therefore, T. N. Savchenko proposes for developing systemic entities "the following understanding of the structure of the system, which includes: the space of elements, the system of relations assigned to them, a set of stable links between the elements, as well as establishing laws (functions) of the relationship of the elements with each other and with other systems and their interaction" (apud Karpushina & Kaptsov, 2007).

Personal values are one of the most important subsystems of the semantic sphere of personality. Based on the classification of the psychological nature of individual values proposed by D. A. Leontiev (2003), we assume that personal values are twofold. On the one hand, these are relations that have the guiding and structuring function of this value, on the other hand, values are on the same level

with needs and motives, representing value formations that have a driving force, i.e. they have an orientation and motivational function (Juravliova, 2006).

Lomov B.F. noted that “in the process of life in society, each individual forms the most complex — multidimensional, multi-level, and dynamic — system of subjective personal relations” (see Juravliova, 2006), i.e. the value system is hierarchical and changeable. Moreover, as a result of changes in social conditions of life, “changes affect not so much the totality of the values themselves, but their structure - the mutual relationship of significance” (Juravliova, 2006, p. 36). Throughout his/her life, a person repeatedly rethinks, revises and experiences the values that are a natural result of changes in living conditions, the needs of the individual, the restructuring of its relationship with the outside world.

#### **4. Value orientation through our own position**

The values of the whole system of personality values can be determined by analyzing their manifestations: either convictions, attitudes or behaviors, which constitute the structural contents of the value orientation.

A value orientation is expressed through various behaviors, attitudes, convictions found in relation to other value orientations and their components. B. Voicu mentions that attitudes and behaviors can be the expression of many values. The attribution of effect manifestations to the cause values immediately imposes as a new difficulty in studying the values. The solution is, as usual, a careful, consistent theoretical explanation, afterwards validated by empirical data analysis.

Initial formation of values in human beings occurs gradually. The process is initiated through the formation, outline and promotion of behaviors, which



based on the approval/disapproval of a single person or the social environment (dominant for children) under the impact of the situational or general circumstances are permanently modeled. The behaviors accepted / not accepted by the social environment, of fulfillment / dissatisfaction based on the expectations reached / unrealized establish positive or negative affective associations, accumulate knowledge and gradually outline the attitudes of the subject towards the internal and external reality. Successively, convictions of different complexity are formed and, therefore, the value is outlined. The cognitive psychic processes of the personality, the affective sphere, being in correlation with the motivational one has a major impact on the constitution of attitudes and convictions. The process of forming values depends on the potential of the personality and the social environment in which it develops.

Socialization represents the individual's effort to acquire the behaviors they observe in other subjects, to be the component part accepted by the group, fulfilling the role granted and taken over, and accepting the status offered. Unlike internalization, socialization is a process that runs in the opposite direction, from the individual to the society. By internalizing these “normal” behaviors, the individual becomes a social being, a moral being, as E. Durkheim calls it.

If the externalized behaviors are accepted by the members of the social environment of which the subject is a part, their experimentation continue and constitutes the foundation for the development of positions, knowledge, beliefs that are likewise formed based on the experiences and knowledge accumulated in childhood and throughout life, developing in parallel attitudes that correlate with beliefs and manifest themselves in various situations. Finally, these behaviors, attitudes, convictions lead to the gradual formation and development of values within the personality. Shaping values from the perspective of the verticality and laterality of their contents depends on the knowledge and experiences of the

personality. After the formation of values in the personality structure, the action of hierarchy and influence on the externalization of attitudes, convictions and behaviors is already reversed: under the aegis of values, attitudes, convictions, behaviors are manifested.

Therefore, the mechanism of value formation is a continuous process, which starts with externalization of internalized behaviors, involving the cognitive sphere of the subject, after forming attitudes and convictions in which the corresponding value takes shape and develops perpetually and interacts with / conditions other values. This mechanism is specific to value orientation.

Thus, value orientation encompasses the ensemble of convictions, attitudes, behaviors that are in a hierarchical relationship and monitored by a value or a number of values in the value system of personality as part of a social environment. Also a unitary result of the correlation of the hierarchical values according to the current preferences and situations of personality constitutes a system of values, which is constantly changing or not changing for a certain (static relatively short) period of the subject's life and dynamic in development over a longer period of life.

The action of values in human activity takes place in the opposite direction: values guide convictions, these in turn guide attitudes and, correspondingly, behaviors.

## **5. Conclusions about the relevance and implications of the research**

This is a theoretical study, focused on different positions, opinions, theories of scholars regarding the interpretation of the concepts of value and value orientation. The analysis carried out highlighted controversial definitions, similarities in the use of the concepts of 'value' and 'value orientation',

questionable positions regarding the structural components constituting the value orientation.

The structural contents of the value orientation need to be researched multidimensional and logical and rank relationships need to be determined both in their internal system, and with the elements of the personality system from the perspective of the pedagogical, psychological, sociological scientific fields, etc. The existing scientific data, on the one hand, and the pressing needs of contemporary society, on the other hand, denote the perspective implications in the study: the major impact factors in the formation of the personality value system; the constituent components of the value orientations and the evolution process from the structural perspective in ontogenesis; the role of the monitored process in shaping the values and their consequences on the whole personality.

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## **SOCIAL AND PROFESSIONAL FACTORS INVOLVED IN THE EVALUATION OF TEACHERS**

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### **Abstract**

In the first part of the communication, we synthetically present the situation of the general culture education in the north-western part of the country. In the second part of the paper, the main objective of the research is presented: identifying the factors on which the candidates' success at the finalization in education exam depends. The success at the exam, as a dependent variable, is operationalised and quantified through the obtained grade. The following factors are taken in consideration: the candidates' specialization, graduation year, graduates' education form, the type of institutions (public or private), the county where they work, the rural or urban environment of the institution where they work, the rural or urban environment of their birthplace, civil state, sex and age. A number of 100 subjects have been investigated from Bihor County, Satu-Mare County and Sălaj County. Once all indicators have been operationalized and quantified, data was statistically processed. In this way, it was possible to check

the hypotheses, according to which, there are certain specializations and counties where most of the candidates come from, who achieve remarkable results at the final exam.

In the same manner, the impact of the analyzed factors was studied. Finally, several social and professional factors were outlined according to the role they play in the examining process, deciphering the causes of success. The first part of the paper presents the general theoretical issue of social and cultural inequality. The analysis aims at highlighting the important role that education plays in ensuring equal opportunities for young people and diminishing social inequalities. The study highlights the important role of the teacher in ensuring students' good training and in diminishing, through this way, social and professional inequalities. Relevant information regarding education situation in schools is presented, revealing more inequalities, both between counties, urban and rural environments in each county, but also between different areas of the same county.

The premises of the investigation have originated from inequalities such as those presented above. The article tries to capture the intervention of factors, such as the environment from which the teachers come, their specialization, the civil status, the year of graduation, sex, age, etc.

**Keywords:** teacher, psycho-pedagogical training optimization, perfecting exams, permanent teacher certification exam, second didactic degree exam, social and professional factors;

## **1. Introduction**

Despite the communist and romantic ideals of equality and fraternity, despite the numerous revolutions and ample social unrest, despite the rule of law institutions, which are extending and coming to maturity within more and more communities, our contemporary world is unfortunately characterized by an aggressive deepening of inequality. Alongside the old social group, class and caste inequities, beyond the apparently unsolvable race and gender differences, nowadays the difference in terms of income, way of life and culture level is becoming more and more obvious.

Regarding the socio-political effort of diminishing inequities an important and quite decisive role is held by education and its institutions: school and university. The most common belief, supported by the political factors, is the one which states that school can contribute to a greater extent to the attenuation of social inequities and to the peaceful solving of the complex issues derived from social mobility. In the socio-cultural picture portrayed above, we can identify the important role of the teachers and especially of their training within the complex activity of rising the culture level, of diminishing some severe inequities and contradictions, which exist among various social categories, groups of citizens, professions and jobs.

In our opinion, the urgent issue of growing inequities but also that of ensuring the social and cultural progress depends mainly on the quality of teacher training in terms of forming specialization competences. The arguments mentioned previously have led us to the conclusion and belief that there is an actual possibility of quantifying the teacher training level in relation to professional and psychopedagogical competences, as well as in identifying some social and professional factors on which these depend. It is known that the initial teacher training is done during university years: together with specialization



training, the Teacher Training Departments offer psychopedagogical training by means of running over a curriculum based on educational sciences, which also includes pedagogical practicum. The initial training, which represents the first step in forming teachers, is continued through perfecting exams: obtaining permanent teacher certification, first or second didactic degree and the doctorate.

## **2. Methodology**

By striving to identify variables and indicators in our study, we have focused on the analysis of training programs, namely permanent teacher certification, and the second didactic degree. We were mainly interested in the results of the exams teachers have to pass in order to get these two certifications both in their specializations and in the psycho-pedagogical field. The methodological pattern we had in view, which aimed at depicting some causal relations included on one hand a set of social and professional factors as independent variables, and on the other hand, the results achieved in the permanent teacher certification exams and the second didactic degree exams as dependent variables. The exam results were relatively easily obtained, our investigative effort being directed towards identifying the involved social and professional factors. The methodological research also included hypothetical aspect, that is, the results of the two exams are provided and impeded by the interference of more or less hazardous factors. Initially we guided ourselves by the hypothesis that these exam results depend on the average achieved in the initial education exams, but during the second stage, we took into account other factors such as: specialization, the graduation year, the type of the institution (public or private), the county where the teachers work, their domicile (urban or rural), marital status, gender and age. We have focused our investigation on one hundred teachers who have set these exams in the last two years in Oradea,

namely Oradea University and Bihor County Board of Education. We tried to ensure the representativity by selecting fifty teachers who passed the permanent teacher certification exam and fifty teachers who passed the second didactic degree exam. Moreover, we have managed to select a partially representative number of men and women (28 men and 72 women respectively 22 men and 78 women). The gender distribution of the subjects is represented in figures 1 and 2:

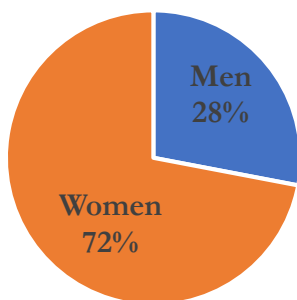


Figure 1. Permanent Teacher Certification Exam

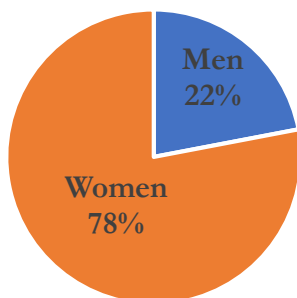


Figure 2. Professional Title II Exam

We were also interested in the specialization of the teachers. Out of the 50 teachers who set the permanent teacher certification exam, we have selected 21 teachers who work in primary schools and 29 teachers who work in middle schools and high schools. (17 humanities teachers and 12 science major teachers).

See figure 3 and 4.

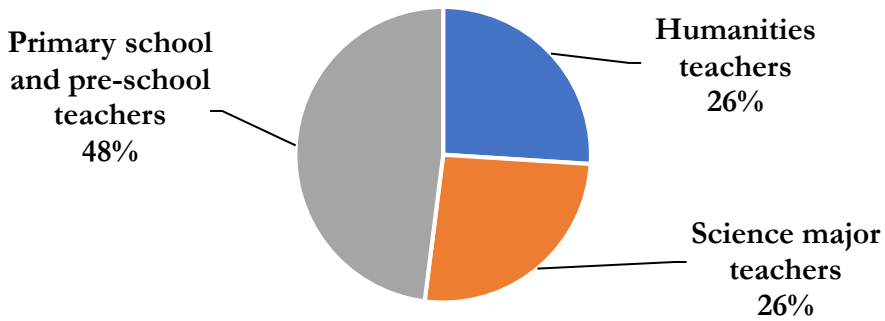


Figure 3. Permanent teacher certification exam

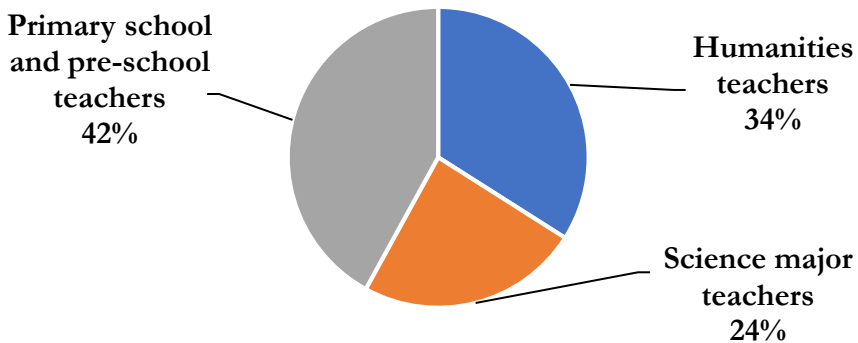


Figure 4. Professional Title II Exam

In the case of the second didactic degree exam it has been difficult for us to select the middle school and high school teachers and by trying to represent in the pattern the big number of primary school and pre-school teachers (almost half of them 48%, 24 teachers). However, we have found thirteen science teachers who work in middle schools and high schools and thirteen teachers of humanities working at the same educational levels (see Figure 3).

Another analysed factor was represented by the year of their graduation. Thus, we have noticed that for the 2016 and 2017 permanent teacher certification exam there were also candidates who had graduated from the faculty in the previous years. Although most candidates, especially those who passed the second didactic degree exam, had a longer period of specialization and pedagogical practice. We have also learned that there is a certain connection between the graduation year on one side, and the age and the marital status on the other side. In such a context, we can distinguish two categories of candidates. A first category is that of the young candidates born in 1995 and 1997, married with children but who are also interested in the exams for career development. We believe that their interest is due not only to their material contexts but mostly to their will of perfecting themselves and affirming professionally. At the opposite pole is the second category of older candidates who were born before 1999 and who participated in these forms of training later. We have not depicted major differences regarding the impact of the quality of the institution they have graduated from, in the sense that the share and performances of the private educational system generally match the level of the state school system graduates. What turned out to matter the most was the candidates' domicile as well as the rural or urban area where they teach.

Among the social factors, which more or less influence the results of the candidates in initial exams, we can mention the marital status and the gender of

the candidates. One can notice an increasing feminisation process of the school system and not only in the sense that the women's number is larger but in the sense that women appreciate the effort of perfecting more and pass these two exams sooner. Primary and pre-school teachers are to be distinguished in this respect since they prove to be more interested in their career, that is, they pass early these exams and try once more even if they fail first time.

The permanent teacher certification exam has a national characteristic in our school system, the Ministry of Education names the commissions and they include specialists in educational sciences and in the subjects corresponding to the various specializations of the candidates. The subject matter and exam scale are established at a national level. The quality of this exam and its exigency are pointed out by the fact that only half of the candidates manage to pass this exam. The results of the candidates in the case of the second didactic degree exam are much better, 90% of them being able to pass the exam. This is due mainly to their experience and professional growth, but also to the fact that only the candidates who have passed the permanent teacher certification exam with at least 8 as a mark, can register for passing the second didactic degree exam. There are similar correlations between the results achieved in the permanent teacher certification exam and students with bachelor respectively master studies. The research further analyzed the perceived importance of the master studies and the related difficulties encountered by the teachers enrolled in such programs. We have requested the subjects' opinion on the quality of these two exams. It is important to state that most interviewed subjects, namely 82% of them have graded the exams as "very good" and only 3% of them regard the exams as satisfying.

See figure 5.

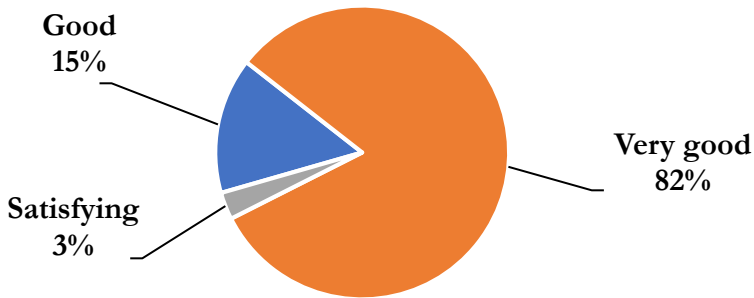


Figure 5. The subjects' opinion on the quality of the permanent teacher certification and the second didactic degree programs.

Together with applying the questionnaire, we have created a focus group, which included a part of the subjects (more than a quarter) and about ten teachers representing both the different specializations and the Teacher Training Department. The topic dealt with by the focus group was that of improving these two exams. Participants have agreed on the necessity of permanently perfecting the teacher training programs and on increasing the role of the universities and the teacher training departments in organising and carrying out these exams. It has been suggested the standardization of the exam tasks and the possibility of conducting them online. Some specialists have claimed the necessity of modifying the methodology and the exam programs, the need of identifying some alternatives such as equivalating the exam for the candidates who completed research projects and for those who achieved great results with their students, in the sense that the students they teach have achieved very good results in the school competitions.

### 3. Conclusions

- Despite the complexity of the themes and issues correlated with the permanent teacher certification exam and the didactic degree exams, these can be analysed by educational sciences specialists and some aspects can be quantified;
- The role of the school in ensuring the level of culture, in ensuring professionalism and through this diminishing some severe socio-economic discrepancies;
- A few social and professional factors come to the front and they highlight the importance of specialized psycho-pedagogical training, but also other factors such as: the graduation year, the rural or urban environment, quality of the institution, the teachers' domicile, gender and marital status;
- Our systematic research as well as the information gathered within a longer period suggests the necessity of focusing the research on the immediate correlations between the achieved results in the case of the bachelor and master students and the results obtained to permanent teacher certification exam, didactic degrees and creating on these grounds distinct levels of pedagogical competency.
- In another paper we have pointed out the implications of certain social desiderata upon school, that is, “the principle of equality and equity has as a result an extension and diversification of the school systems.” (Florica Orțan, 2018, p. 20). Likewise, we have commented on the pertinent observations made by Emil Păun who stated that school is extremely sensitive to the action of the numerous social factors (see Emil Păun, 2017, p. 116). In our specialized literature the seven dimensions of the numerous challenges

society exerts on the school system, the same way they are described by A. Hargreaves, M. Tardif, C. Lessard, 1999, p. 293, apud. Emil Păun, 2017).

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## **THE SOCIAL DIMENSION OF EDUCATIONAL ASSESSMENT**

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### **Abstract**

Educational assessment has always been present within the educational process, but the way we have related to it has continuously changed as educational assessment is constantly constructing itself – both from within and in relation to the other elements of the educational process.

Socially, schools represent the institution which fulfils a key-role – its main purpose is to educate, and education has the force to generate knowledge, value, and evolution. Educational assessment meets these characteristics both intrinsically and extrinsically, in relation to everything it interacts with.

The impressive capacity of the educational assessment to adapt itself to the present time but also to look towards the future is also evidenced by it claiming its presence in the processes of both teaching and learning as well as in the assessment process itself – all assessment subjecting itself to its own rigours.

**Keywords:** social assessment, educational assessment, formative assessment.

## **Introduction**

Educational assessment distinguishes itself most through its ability to adapt and evolve. Educational assessment is influenced by when and where it is being performed. Its historical and national character is taken into account when it comes to analyzing a certain concept, its social dimension being obvious.

The trajectory of the educational assessment is one more proof that we are living in an era of perpetual transformation, the movement of parts generating change to the whole and vice versa. As a method of the teaching-learning process and as a natural occurrence within the internal operating mechanism of each element of the educational process, educational assessment illustrates the genuine connection between the elements of the social system which is present both on a micro and macro level.

## **Social Assessment – A Feature of Everyday Life**

Societal evolution is a prerequisite to change from within but also a natural consequence of its reorganisation and rearrangement on other levels, in accordance with temporal circumstances. As central institution of society, schools make no exception to this rule, the educational process – together with its elements – being, in turn, in constant metamorphosis.

Schools operate in a broad and complex social context. The social context impacts schools through: educational aims, educational content proper to each school subject, how the educational system and the educational process are organised, how to understand and apply assessment, etc. – which all lead to new requirements in terms of operating, analysis, and interpreting.

All societal subsystems function under interdependent relations – which presupposes the continuous adaptation of their structures and functions in order to maintain a dynamic balance. The same type of relation (bilateral) exists between schools and the society they are part of. As a whole, changes in society may be found and are reflected also onto schools and any change to the educational plans has consequences onto society which is viewed as a macro-system.

Approached from a different perspective, schools are the institution that provides a social service. Schools provide meaning, they form and develop skills and abilities, rules and values that are socially acknowledged and accepted. Schools have their own internal alchemy of development, they produce their own rules and values, have their own system of organisation and, most importantly, schools are the institution in charge of education. According to Văideanu, "education has become the social subsystem that accompanies and feeds the development of all other subsystems. Development, as a whole, goes through education" (Văideanu, 1988, p.19). Therefore, it can be stated that nowadays the effort that goes into the development of society depends, generally, on the scale of investments in education and culture. It is only developed societies that acknowledge the role and value of education. Treating education as a national priority is a must-do, a responsibility of the current generation for the ones to come.

Assessment is a part of our everyday life as each person may find themselves, throughout their life, as both assessor and assessee. Relating to certain standards, more or less formal, comparing obtained outcomes with expected ones, taking into account certain reference points in all that we do implies assessing. This is a must for each of us since we all need

"reinforcements or judgements". (Cucoş, 2008, p.383). In order to be sure that the way in which we build or design anything is the best one – unless we are imposed a certain assessment form – we find ourselves in need of asking for some ourselves. Both success and disapproval or criticism are outcomes of assessments – by motivating us though, each in their own way.

People feel the need to assess. Regardless of age or level of culture, assessment is a feature of our everyday lives. Willingly or not, we assess our fellow people, things, thoughts, aspects of the seizable or of the ideatic realms. Assessments may be exteriorized in the sense that we may share our judgements or they may be internalized, therefore not shared with others.

### **The Adaptability of the Educational Assessments**

Unlike social assessment, educational assessment focuses on education – an element of the social system. Social assessments benefit from a specialised terminology, a set of theories specific to the field, "conceptions and perspectives which have determined specific assessment strategies, types, and modalities in keeping with the growing awareness on the role of assessment in education and in the educational process" (Ungureanu, 2001, p. 7).

Assessment in education has long focused on students, on their results, traditionally following the teaching-learning duo which was seen as more important. Given this, the role of assessment is to record "how much" and "how" the taught concepts were acquired. Often times, the more students got closer to the model provided through teaching the more their performance was validated, irrespective of how the knowledge was acquired – thus not sanctioning the preponderance of mechanical

memorizing, for instance. Each teacher would set themselves as a point of reference and their perception of the concepts studied would become appropriated or "appropriate-able" to others too. Generally, copying a self-declared model would be the goal of the educational approach and assuming any divagation being too risky for the initiator.

Traditional assessors were tributary to routine. Each generation of them would mostly follow the same steps, their goals escaping the impact of time or the natural evolution of society. The template employed in the teaching phase had to be recognized in the assessment stage, any intervention from students on the concepts taught or any reinterpreting of said information being, more than often, discouraged. Acquiring any lesson would be done by studying and getting acquainted to the teachers' style of assessing and getting a good mark would mean the strict observance of the teachers' guidelines.

Alternative educational systems are deviating from all rules of traditional education and are bringing upon change, both in form and in content. Whether it is the Montessori, Waldorf, Curative, or the Freinet approach, the Jena Plan, or the Step-by-Step model – alternative pedagogies propose something different and the creativity and originality of the initiators reconfigure the concept of schools (also affecting assessment).

Assessments impress through their unbelievable flexibility, their evolution within the educational process – from a secondary position to becoming the main feature, their place next to teaching and learning (their mission being of concluding the intervention process upon students) for assessments to eventually change their place and role as nowadays they are naturally an integral part of the teaching-learning process and so much more. Ungureanu (2001, p.7) captured the metamorphosis of assessments

saying: "assessments were slowly but steadily and legitimately going to rise from the initial stage of subsidiary operation and also consecutive to teaching and learning as privileged operations to a position at least equal if not superior with major implications in terms of quality of the whole educational process".

### **Assessments as Element of the Teaching-Learning Processes Too**

In modern didactics, assessments are omnipresent in the educational process. They have the force to influence both teaching and learning therefore the whole educational process is impacted by assessments. Expanding their scope has become possible due to the shift from the traditional central subject of assessments – namely to check and assess results – to assess the elements that made the respective results possible which means that not only the student but also the educational goals, contents, the actual teaching-learning process, methods and procedures used, material resources and inter-human relationships – everything is subject to assessment in order to optimise the whole educational process.

The current trends in approaching assessments bring into discussion not just the cognitive aspects but also "the affective and the psychomotor aspects of teaching" (Cucoş, 2008, p.44). Students' emotions and feelings are also influenced by assessment as we become interested in students each as a complete individual. In this respect, R. F. Mager has developed a technique of building operational objectives based on taking into account performances as final behaviours, noticeable, and measurable at the end of each teaching-learning sequence. It is believed that solely students' behaviour may endorse the presence in their own system of values of

information, knowledge, skills, abilities, etc. and the way these are internalized is reflected in one's behaviour.

Irrespective of the type of education – be it traditional or alternative – teachers are subject to assessment too as their actions generate the other actions. Teaching and learning have always been connected, the success of the first creating the prerequisites for the success of the former – as learning is the second essential function of the educational process. Seen more and more as a matter of organising and leading learning, teaching cannot and must not neglect the value of communication but it is not deemed acceptable to confine it to only that. Teaching, not followed by learning, is meaningless. It is only teaching that generates learning, student participation, enthusiasm, and activism that may be deemed valid. Therefore, it is natural to assess how teaching is being done as teaching is a crucial process to education. Assessment is no longer explained as the process that automatically manifests itself after the performance of the other two critical functions of the education process (teaching and learning) but it is inserted in the structure and mechanisms of each of them.

Teaching is not limited to the teachers' activity performed mainly in the classroom, with their students. Teaching begins long before the actual moment and ends much later. At all times, assessment is necessary, it is constant, and it becomes self-assessment. Planning, designing, carrying out the lessons, preparing the relevant teaching material, providing the learning means indispensable to each lesson – all of these are connected to assessment, modern education encouraging and requiring a systemic, relational approach.

Assessment is required at every step within the education process. This is not an exaggeration, it does not imply overstepping its attributions,

but it is a completely normal approach of the educational reality. Both within the modern didactics and the alternative pedagogies assessment is constantly reconfiguring itself. Rippley R. considers that the transactional approach reflects best the complete infiltration of assessment in all subsystems of the educational process and assessments themselves are subject to assessment.

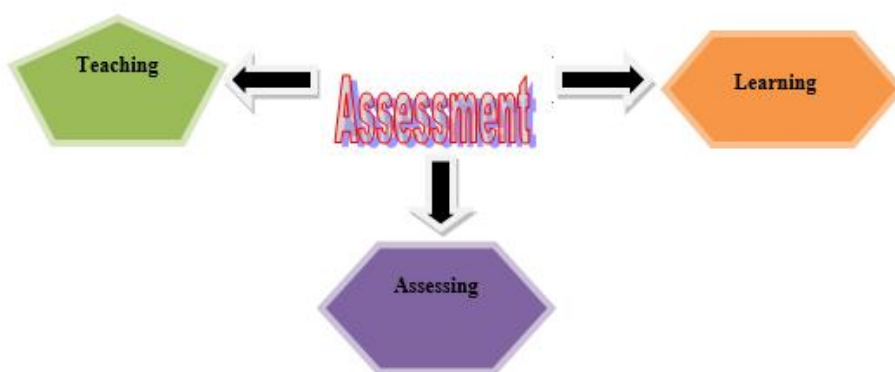


Figure 1. The Influence of Assessment in the Educational Process

Dorel Ungureanu (2001) states that, according to Rippley, transactional assessment has positive effects such as: optimizing formative assessment, constantly improving the performance of the educational process, encouraging a dynamic attitude and an effervescent behaviour of the educational agents, that positively influence human relationships, communication, etc. The formative effects of the transactional assessment are obvious, as the educational system as a whole is being restructured.

Learning – both personal, in general, and educational, in particular – has always had and will always require assessment. The concept of learning is related to that of change, of acquiring, of novelty, which certainly



implies the presence of a valuing opinion, and "estimating and assessing are valuing actions that intervene in all human endeavours" (Cucoş, 2014, p. 417).

Learning accompanies us throughout our life and the need for verification, control, and safety with regard to the fairness we all employ when constantly constructing our knowledge and value is imminent. We all wish to see if we have got right whatever new concept we were introduced to, if and how we managed to get to the core of things, we all need to be corrected, supported, repositioned on the right path given the new reality we are facing. Regardless of age, people need, require, and provide assessments to their fellow humans.

The typology of assessment pertaining to education is vast and the complexity of the educational reality has generated many a discussion. Focusing on the implications of assessment in the educational process we believe that the formative assessment is the most relevant due to its constant influences over the entire educational process, respectively over its agents. "Formative assessment is a type of assessment centred around the on-going learning curriculum, namely precisely on the learning process, without ignoring the learning outcomes given it records and corrects promptly and efficiently any process that might damage the product" (Ungureanu, 2001, p. 25). Feedback, by always accompanying learning, renders it possible to constantly position itself within the confines of fairness, any attempt of deviation being opportunely corrected and removed.

Formative assessment is present especially at a micro level, at lesson level, each student benefiting from its existence. Any new acquisition (whether intellectual or practical) is filtered through this type of assessment as learning afferent to each sequence of a lesson is monitored. Customised,

assessment becomes formative and the high though short-term frequency imposes a certain rigour to the learning process, determines the development of cognitive processes.

Constantly observing the students' activity, their performances, skills and conduct is a form of assessment that, if done properly, provides insightful information. "These actions contribute to getting a picture of students or of the success of a lesson itself in accordance with the data collected through various systematic methods" (Ionescu, Radu, 1995, p. 262). Moreover, oral, written, and practical assessments are ways in which assessment may influence academic achievement.

Teachers teach students to learn, constantly managing their acquisitions, they pay attention to the mechanisms and stages learning entails, allowing students time to process the information, otherwise assessment would apply to teaching and not to learning. Teacher-student communication, high participation, complete involvement of the two poles of the educational process ensure success and achievement of the desired educational performance.

However, we should prevent confusions related to the place and role of learning, of teaching, and of assessment within the educational process. They each have their own specificities and relevance. It is true that assessment occurs and regulates on the fly both teaching and learning, its main purpose being to add value to both these key processes of the educational process, but its effects remain positive as long as it is correctly involved in the educational process. Any exaggeration affects the educational balance. Teaching and learning are complex processes that require their own pace to unfold and the intervention and infiltration of assessment from within require pedagogical tact in order to generate the

expected outcomes. Teachers, aware of their responsibility, incorporate assessments at the right time.

Formative assessment enables and allows for having control, for real-time observance of the physiognomy of the educational micro space, facilitates getting a sense of the lesson as it is carried out, and the reversed connection provides data of improving effects upon the whole. Aware of the reality, teachers instantly rebuild the didactic strategy and adapt the scientific content in their ongoing quest to upgrade the product.

The existence of educational pluralism is natural in a modern and open society that is capable of accepting and provoking change and assessments – of an incredible remodelling capacity – illustrate the high adaptability nature of the educational process.

## **Conclusions**

Considering that education is the social subsystem that influences the development of the other subsystems and knowing that assessing is an omnipresent element, we highlight the social dimension of assessment, its capacity to become part of all the elements that make up the social space where the need for assessment is a certainty. Educational assessment operates beyond the boundaries of its own system, adding value by that fact that assessing is constantly associated with the want of doing things better.

Through its social dimension, educational assessment illustrates its permeability, its openness providing itself with the opportunity of constantly rebuilding itself, of being alive and relating to the elements of its own system (teaching and learning) generates the same invigorating and positive flow on the inside as well.

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