

THE PSYCHOSOCIAL DIMENSION OF PRIVACY AND THE SCHOOL SUCCESS

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Abstract: The goal of this study consists in analyzing the psychosocial dimension of private life as strongly related to school success. The theoretical part approaches the constitutive elements of the psycho-social dimension of privacy and their role in achieving school success. The methodological part presents the research design of the educational analysis of curricula documents and the perception of high-school students and teachers from the psychosocial view of private life. The main objectives of this research aim at 1) identification of specific aspects on psychosocial dimension reflected into textbook and school curricula and 2) catching on representations of teachers and high school pupils regarding psychosocial dimension of private life. We conducted a content analysis of school documents, taking into account specific themes and categories. Secondly, we conducted a survey that tested the way in which 1456 high school students and 890 teachers perceive the psycho-social dimension of the Romanian educational system. The results are distinguished through frequencies on specific themes structured on psychosocial dimension at school documents level, and on representations of high school pupils and teachers. The final part of the paper highlights the benefits of the constitutive elements of the psychosocial dimension of private life on school success both on the personal and social levels.

Keywords: *private life, psychosocial dimensions, school documents, representations, school success*

1. Analysis of the psychosocial dimension of privacy

The concept of privacy it is a contingent concept, whose content varies according to the time, the environment and the society in which the individual lives. In addition, the progressive secularization of Western societies has contributed to expanding the scope of privacy, which nowadays contains acts considered as contrary to social morality in other times (Sudre, 2006: 315). Therefore, we need a holistic vision, which integrates approaches from different fields.

As a result of the extension of the meaning of privacy, a variety of elements which represent it occurs. In order to offer a complete representation of the concept of private life in today's context, there are two aspects that need to be taken into consideration: the component elements of private life and their characteristic dimensions. The component elements of private life are: *the private Self, the private space - time background, the primary groups*. The private Self is operational according to the internal organization and to the component elements of the concept of Self (Adler and Towne, 1991): *the Material Self* (somatic and possessive), *the Personal Self* (the image and identity of the Self), *the Adaptive Self* (the values and the activities of the Self). The private space – time background integrates the two dimensions, which assure the personal protection and the establishing of the borders between personal and private: *private space* and *private time* (Meder-Klein, 2005). The primary group is characterized by direct relations (face-to-face) and relatively stable ones, which are long-lasting and full of affection (Cooley, 1902).

At the level of each component element there are ten principal/main dimensions: objective, biological, *psychosocial*, aesthetic, religious, technological, economical, historical, cultural - political, juridical. The analysis of all the aspects presented above offers a holistic view on the concept of private life, a view that allows a complete representation of all the components. It follows a systemic approach to privacy that allows dynamic and full representation of its structure, in conjunction with the expansion of conceptual meanings. The basic concepts are established according to the dimension of each component. In agreement with the requirements of a systemic approach, we need a continuous adjustment of the structural elements and of the dimensions of privacy according to the restructuring from the various fields of knowledge.

The algorithm for the identification of the specific aspects of psycho-social dimension of privacy requires completion of some separate stages such as: selecting specific concepts or issues which are representative for each component of privacy, the graphical representation of the structure size, definition of the concept and establish specific issues for each component.

The structure of the psycho-social dimension of private life can be represented by the following elements (Figure 1): biological Ego, sense of ownership (material Self), personal identity, self image (personal Self), personal system of values, personal development (Self-adaptive), personal distance (private space), personal experience (private time), interpersonal relationships (primary groups).

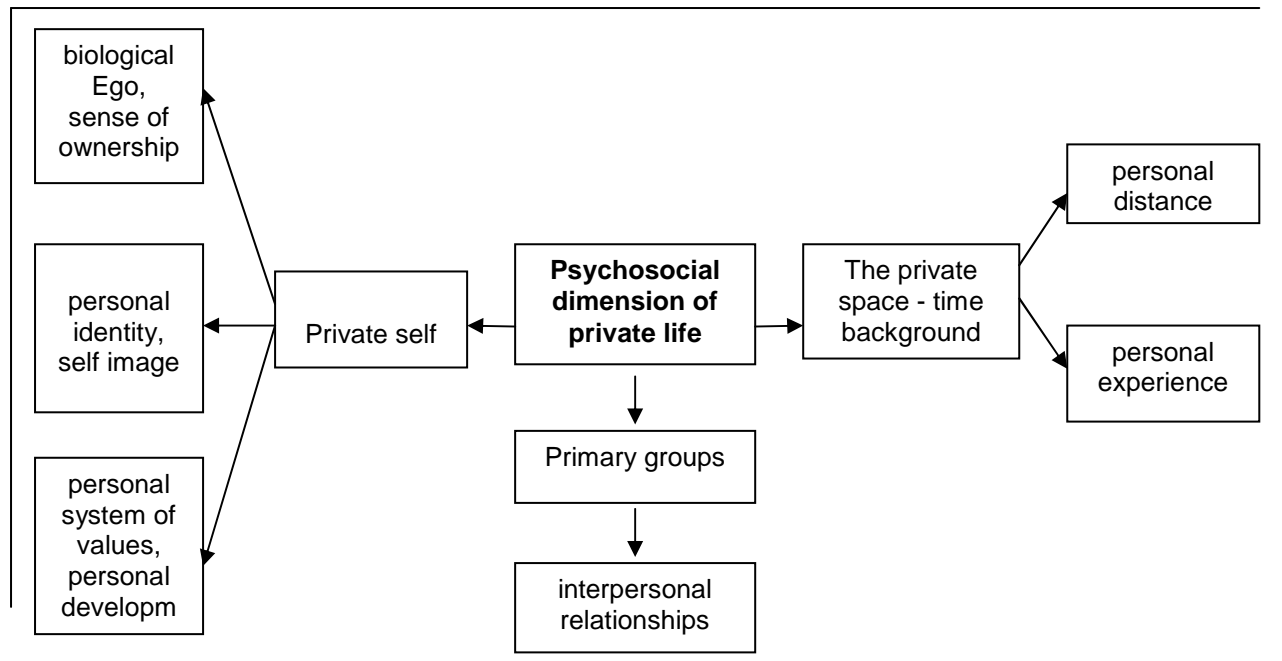


Figure 1. Representation of the psychosocial dimension of privacy

The material Self gains consistency by specific elements of the concept of *biological Ego* at the level of the somatic self and by the aspects which aim at the *sense of ownership* regarding the possessive self. The biological Ego integrates the body attitudes which are identified with the body schema. Conceptually speaking, this constitutes a “more or less conscious representation of the body - moving or static -, of its position in space, but also of the posture of the different body segments” (Marele dicționar al psihologiei, 2006: 1059). The body schema is no innate, but is built during development. The sense of ownership is evident not only through the purchase of goods, but through the care shown to their status and interest in their protection. It is important to develop a sense of ownership in a positive way, individually, not in a negative way which leads to selfishness.

On the psycho-social level, the personal self is represented by the subcomponent elements: *personal identity* and *self image*. Self-identity is a dynamic construction of the unity of self-consciousness through inter-subjective relations and social experiences (Doron and Parot, 2007: 380): “Between opening the search and closing the discovery, personal identity oscillates on the path of creating a meaning to life” (Vlăsceanu, 2007: 154). As part of several groups or only as relating to them from the outside, people fulfill a plurality of social roles (Doise et al., 1996: 46). People differ from each other by the complexity degree of the self, some having a poor self scheme which is dominated by a single or very few elements. The self-image relates to the representation and evaluation which the person applies to himself at various stages of his development and in different situations (Doron and Parot, 2007: 387).

At the level of the adaptive self, the significant concepts are that of *personal system of values* if we talk about self-worth and that of *personal development* when it comes to self activity. M. Rokeach (1973) defines the value system as “a strong organization of beliefs concerning the modes of conduct or the purpose of existence, which are preferable along a continuum of relative importance, according to which values are ordered”. The structuring within a system of values that define privacy is achieved

gradually, through experience and a ripening process, when the person learns to integrate the values into a hierarchically organized system where each value is ordered in relation to other values according to the importance the value has for the subject. The characteristic values of privacy are *personal freedom, independence, personal responsibility, initiative* and **personal success**. Personal development involves acquiring a body of knowledge, skills and experience to improve individual performance and perception of the private self. Also at the level of the adaptive self the concept of personal life quality is significant, too. I Mărginean, I. Precupețu and A.M. Preoteasa (2003) have developed a model for the analysis of factors related to life quality based on four dimensions: firstly, the quality of personal life, the private sphere of the person, secondly, the quality of society as it is perceived by people, thirdly, the relationship of the person with society and finally, satisfaction/dissatisfaction with one's life. In order to characterize the sphere of personal life of people, the following aspects have been included in the analysis: health, income, housing, family, relations with neighbors, personal security.

For the private space – time background, the significant notions are that of *personal space* as far as private space is concerned and that of *personal experience* when referring to private time. Introduced by E.T. Hall (1966), the concept of personal space describes the distances maintained between persons in different situations as a means of physical protection. There are four dimensions of personal space: intimate distance, personal distance (sphere of personal protection), social distance, public distance. The personal space can be viewed as a defense system or an adjustment of intimacy. It is this invisible border around a person and it is manifested by more or less important distances that people establish between them, moving from intimate to public, from personal to social (Meder-Klein, 2005). Personal experience means what the subject perceives, feels and thinks in its relations with the world around and with himself, in an irreducible subjective way (Doron and Parot, 2007: 307). Generally, the term refers to the temporal flow of events and impressions that are related to them. Another element that represents private time concerns the personal rate time, which consists in identifying the best and the least effective moments during a day for each person.

The psychosocial dimension of primary groups is determined by the concept of *interpersonal relationships* characterized by “intensity of feeling, a deep knowledge of the other and a high degree of interdependence” (*Marele dicționar al psihologiei*, 2006: 1028). The range of interpersonal human interactions is customized according to each man, so that they acquire consistency and personal forms. Much of the recent works in the domain of interpersonal relations has been centered on studying intimate relationships (Bennett, 2000). The aspects that characterize intimate relationships and distinguish them from other interpersonal relationships are the following: intensity of feeling, the quantity and quality of information provided to the subject, a high level of commitment to each other and to the relationship, the certainty that the relationship will last long, and a high and complex degree of interdependence between the two persons.

Assuming and practicing certain aspects characteristic of the psychosocial dimension facilitate personal success from a general point of view and school success school on a particular level. On a social level, the role of the aspects of this dimension in the development of interpersonal relationships and in determining social success is obvious.

2. The relation between the components of the psychosocial dimension of privacy and school success

In the current section of the paper, there are presented factors that ensure school success in terms of the components of the psychosocial dimension of privacy. I. Nicola (2000: 411) defines school success as expressing “the adequacy degree between the student's level of psychophysical development and the objective demands that he is faced with in the educational process”. School success designates the correlation which is established between requests and the psychophysical development of student.

There are two categories of factors of the psychosocial dimension of privacy that condition school success (Figure 2): on the one hand, the *external factors* relating to the genesis, organization and management of objective demands and, on the other hand, the *internal factors* which include all student personality variables involved in the learning process. The first ones provide the social pedagogic context where learning takes place, while the other ones constitute the internal conditions that mediate the actions of others.

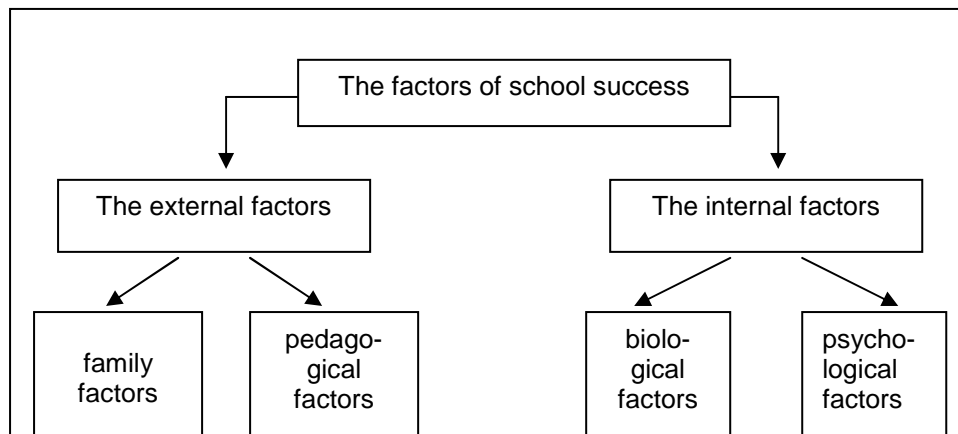


Figure 2. *The factors of school's success from the perspective of the psychosocial dimension of privacy*

The category of **external factors** integrates family factors (interpersonal relationships) and factors involved in the pedagogical organization of the learning process (the way in which personal distance is adjusted and personal time is organized, personal safety). Regarding *family factors*, the results of the research show that the student's emotional development is important for school success and life success. Family conflicts, tense relations have a negative influence on the children's school performance. Aggressiveness, emotional instability may lead to early school drop-out. The result of studies demonstrated that students who suffer school failure live in a tense, unstable environment where disagreements arise between parents regarding the child's education. Mothers may be too permissive, showing weakness, they are anxious, overprotective and fathers may be irritable and rigid, impatient and angry, with differing opinions, they may both be subject to some vice or other and sometimes there may even be violence. Thus, the child loses self-confidence, lives with a feeling of guilt being either shy, anxious or, on the contrary, rather naughty and violent. Other problems arise in the relationship with the family especially when it comes to a conjugal, single-parent, adoptive or rebuilt family. As with a normal family, there may occur reactions like those listed above and these may lead to school failure. Patrikakou et al. (2005) define the school success by adding social learning, emotional learning, and meeting community needs to academic achievement as important goals for any school. When referring to *pedagogical factors*, an important role in achieving school success is played by personal safety at school (Dămean and Roth, 2009).

The category of **internal factors** is predominated by the biological factors that relate to personal health and the psychological factors regarding human personality structure, self-esteem, self image, self-efficacy, personal values system, personal development. We shall here analyze the way in which psychological factors influence school success. As far as *self-esteem* is concerned, there are studies that confirm the fact that a person with a high self-esteem constantly has the desire to succeed, unlike that with a low self-esteem who is constantly afraid of failing. This means that students with high self-esteem will seek to overcome themselves, to explore as many different environments as possible with as much conviction as possible (Albu, 2002: 81). Stable attributions for success or failure may mark a very important dimension of personality, namely self-efficacy. This, defined as an individual assessment of one's own abilities to organize and lead to fulfillment the necessary actions for achieving a performance, should be distinguished from self-esteem, which emerges as a global assessment of one's own personality value. Self-efficacy is a cardinal factor in school success (Pajares and Schunk, 2001, Jackson, 2002). Students who obtain high scores in the scales which measure this feature have better school results. The feeling of one's own effectiveness may be enhanced by internal award of success and through self-persuasion, but achieving real successes and teacher's feedback are still very important, too. As far as *personal development* and *personal values system* are concerned, there are a number of behavioral factors that contribute to achievement of school success: ambition

and desire to succeed, personal commitment, overcoming oneself, will and tenacity (Băncilă and Zamfir, 1999: 154). Autosuggestion and dialogue are two fundamental allies in the rise towards school success.

Coleman's research (1966) and Jencks's (1972) follow-up study posed that socioeconomic factors and family background were central in determining a student's success in school, and that the school's characteristics had little to no effect on student achievement. This research spawned others to determine what factors, under the school's control, would contribute to high student achievement. Educators and other educational researchers believed that the school and characteristics within the school could affect students in reaching high levels of achievement. This hypothesis led to the school effectiveness research which hoped to determine which factors under the school's control would attribute to high student achievement regardless of socioeconomic conditions and family background.

An analysis of 128 studies conducted up to the late 1970s revealed that researchers had reported relationships between self-concept and academic achievement that ran the gamut from a strong negative correlation to nearly perfect positive correspondence (Hansford & Hattie, 1982; and see Byrne, 1984, after Pajares and Schunk, 2001). Over 90% of the studies reported moderate to weak correlations. In most studies during those years, however, researchers compared general, or global, self-concept with academic achievement. In studies in which academic self-concept was measured, correlations were moderately positive, a finding that has been supported by self-concept researchers during the last 20 years (Bong & Clark, 1999). Researchers have also been successful in demonstrating that self-efficacy beliefs are positively related to and influence academic achievement and that these beliefs mediate the effect of skills, previous experience, mental ability, or other self-beliefs on subsequent achievement. Zimmerman and his associates have been instrumental in tracing the relationships among self-efficacy perceptions, academic self-regulatory processes, and academic achievement. This line of inquiry has demonstrated that self-efficacy beliefs influence self-regulatory processes such as goal setting, self-monitoring, self-evaluation, and strategy use (Zimmerman, 1989, 1990, 1994; Zimmerman & Bandura, 1994; Zimmerman & Martinez-Pons, 1990, after Pajares and Schunk, 2001). Self-efficacious students embrace more challenging goals (Zimmerman, 1995). Students with high self-efficacy also engage in more effective self-regulatory strategies at differing levels of ability, and self-efficacy enhances students' memory performance by enhancing persistence (Bouffard-Bouchard, Parent, & Larivée, 1991). Current research findings reveal that, when properly assessed, students' self-concept and self-efficacy beliefs are each related to, and help mediate the impact of other motivation constructs on, academic achievement.

Extensive studies today support the linkage between optimized social and emotional learning and both ultimate school success and constructive behaviors (Katzman, Gerald, 2006). Consequently, there is the potential to enhance the quality-of-life experiences for many children who are not currently exposed to programs that have been proven to contribute to social and emotional learning. For this reason, maximal advocacy efforts are warranted to increase the availability of social and emotional learning programs for children.

3. The design of educational research

3.1. The objectives and the hypothesis of the Investigation

3.1.1. The objectives of the Investigation

The first objective of this study is the analysis of school curricula and textbooks for the primary, gymnasium and high school Romanian educational system. We analyze these aspects having in mind the psychosocial dimension of private life.

The second objective is to determine the high school students' and teachers' level of openness towards the psychosocial dimension of private life.

3.1.2. The hypothesis of the Investigation

The first general hypothesis

The objectives and the contents included in school curricula and textbooks for the undergraduate educational system reflect, in a different manner, the psychosocial dimension of private life, at the level of the three indicators: "Representations training", "Attitudes training" and "Behaviors training".

The second general hypothesis

There are major differences between teachers' points of view and students' points of view when it comes to the psychosocial dimension of private life.

3.2. Variables

The concept of private life was developed, according to the holistic theory, into six categories: the material Self, the personal Self, the adaptive Self, the private space, the private time, and the primary groups. Each of these six categories is divided into specific subcategories, each linked to the ten dimensions.

In the case of the content analysis, the dependent variable is represented by the categories of indicators structured on those two levels, while the independent variables are: curriculum areas and school year/ grade.

In identifying the subjects' level of openness, the dependent variable used is the appreciation of the importance of the aspects concerning private life. In order to establish this variable, the subjects were asked to evaluate each dimension, according to its importance. The following independent variables were taken into consideration: socio-professional group (high school students/teachers), gender (male, female), environment (urban/ rural), and the high school students' school year/grade (first year students, second year students, third year students, senior year students).

3.3. Subjects

2346 subjects were involved in this study; they were grouped according to the independent variables, as presented in Table 1.

Table 1. *The distribution of subjects according to the independent variables*

Socio-professional	1456 high school students	According to the gender variable: 733 females and 157 males
		According to the environment variable: 456 from urban environment and 434 from rural environment
	890 teachers	According to the gender variable: 766 females and 690 males
		According to the environment variable: 1009 from urban environment and 447 from rural environment

3.4. Methodology

In order to identify the constitutive elements of private life in school curricula, the content analysis was used in order to distinguish the themes and the specific categories that correspond to each indicator. In the content analysis of the school curricula and the textbooks for the 9th – 12th grades, there were three types of categories that were taken into consideration: 1. Representations for private life training; 2. Positive attitudes for private life training; 3. The appropriate behaviors for private life training. These three categories correspond to the three major categories of educational objectives: cognitive, affective and psycho-behavior. The themes and the specific categories were analyzed at the level of the seven curriculum areas: Language and Communication (L.C.), Mathematics and Sciences (M.S.), Social Studies (S.S.), Arts (ART), Physical Education and Sports (PES), Technologies (TEC.) and Counseling (CO.).

The main instrument that was used for the establishment of the students' and teachers' level of openness for different aspects of private life was *summative assessment questionnaire (Likert scale)*. Subjects were asked to evaluate 60 elements, having 5 choices: very low, low, medium, high, and very high. The subjects were reminded that there aren't right choices or wrong choices, but there are just personal choices. The research was conducted in 2009 in the northern regions of Romania.

3.5. Data presentation and Analysis

The data collected were statistically analyzed having in mind just the psychosocial dimension of the private life. There are two analysis directions: a). the analysis of the themes and the psychosocial dimension's specific categories at the level of school curricula and alternative textbooks and b). the identification of the subjects' perception on the representative elements of the psychosocial dimension.

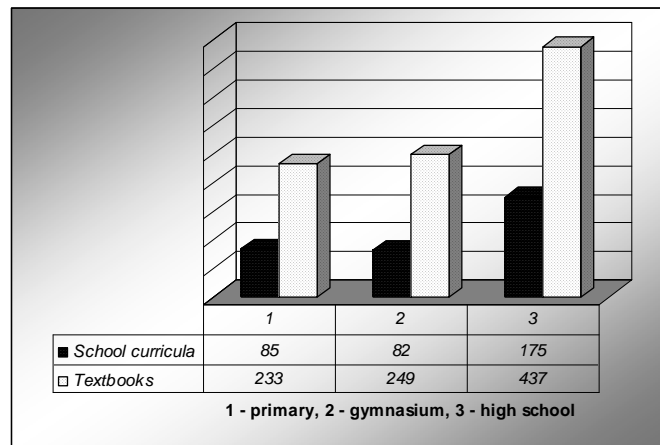
The first general hypothesis is confirmed. The objectives and the contents included in the school curricula for the undergraduate educational system reflect, in a different manner, the themes regarding the psychosocial dimension of private life, at the level of the three indicators (Table 2). As the frequencies illustrated, in school curricula and textbooks, there are more themes regarding the psychosocial dimension of private life at the level of behaviors training (171 and 612). The themes regarding the formation of representation (97 and 185) and the themes refers to the formation of

attitudes towards a psychosocial dimension of privacy (74 and 122) are present in a lesser extent in school curricula and textbooks from Romanian pre-university education.

Table 2. *The frequency of the specifications for the psychosocial dimension in curricular documents*

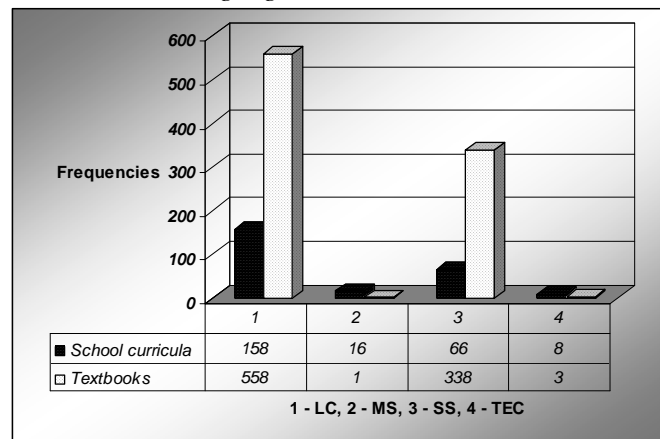
Indicators and curricular areas		School curricula				Textbooks			
		I-IV	V-VIII	IX-XII	Total	I-IV	V-VIII	IX-XII	Total
1. Representations	LC	16	5	20	41	15	16	58	89
	MS	0	0	0	0	1	0	0	1
	SS	5	5	11	21	38	11	40	89
	ART	0	0	0	0	0	0	0	0
	PES	0	0	0	0	-	-	-	-
	TEC	0	2	0	2	0	5	1	6
	CO	18	2	13	33	-	-	-	-
Total 1		39	14	44	97	54	32	99	185
2. Attitudes	LC	0	3	3	6	2	2	27	31
	MS	0	0	16	16	0	0	0	0
	SS	5	7	11	23	10	25	56	91
	ART	0	0	0	0	0	0	0	0
	PES	0	0	4	4	-	-	-	-
	TEC	0	2	0	2	0	0	0	0
	CO	2	6	15	23	-	-	-	-
Total 2		7	18	49	74	12	27	83	122
3. Behaviors	LC	24	38	49	111	80	162	196	438
	MS	0	0	0	0	7	1	1	9
	SS	11	3	8	22	80	22	56	158
	ART	0	0	0	0	0	0	0	0
	PES	0	0	0	0	-	-	-	-
	TEC	0	4	0	4	0	5	2	7
	CO	4	5	25	34	-	-	-	-
Total 3		39	50	82	171	167	190	255	612
Total		85	82	175	342	233	249	437	919

There are major differences between school curricula and alternative textbooks regarding the *schooling levels* (Graph 1). There are more themes concerned with the psychosocial dimension in the high school educational system (175) at the level of school curricula, as compared to the primary educational system (85) and the gymnasium educational system (82). Also, in alternative textbooks, these themes are predominant in the high school educational system (437), as compared to the gymnasium educational system (249) and the primary educational system (233).



Graph 1. The graphic representation of the frequencies for the psychosocial dimension of privacy in curricular documents, according to the variable the schooling levels

There are differences between school curricula and alternative textbooks regarding the curriculum areas (Graph 2). The frequencies obtained indicate the fact that, when it comes to school curricula and textbooks, most themes concerned with the psychosocial dimension, can be found at subjects from the curriculum area of *Language and Communication*.



Graph 2. The graphic representation of the frequencies for the psychosocial dimension of privacy in the curricular documents, according to the variable the curriculum areas

The second hypothesis is confirmed. There are differences between teachers' and students' representations on the psychosocial dimension of private life. Test t results (Table 3) and the means (Table 4) show that teachers have a more positive perception than students for the next component of psycho-social dimensions: Personal Self [$t(2344) = 3,155, p < 0,05$], Adaptive Self [$t(2344) = 8,444, p < 0,05$], Private space [$t(2344) = 1,966, p < 0,05$], Private time [$t(2344) = 9,340, p < 0,05$], Primary groups [$t(2344) = 5,927, p < 0,005$].

Table 3. The results of the Independent Samples Test for the psycho-social dimension variable according to the group variable (teachers versus students)

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Personal Self	Equal variances assumed	3,155	2344	,002	,14	,045	,054	,233
	Equal variances not assumed	3,282	2110,575	,001	,14	,044	,058	,229
Adaptive Self	Equal variances assumed	8,444	2343	,000	,39	,046	,298	,478

	Equal variances not assumed	8,864	2159,538	,000	,39	,044	,302	,474
Private space	Equal variances assumed	1,966	2344	,049	,14	,069	,000	,271
	Equal variances not assumed	2,144	2312,849	,032	,14	,063	,012	,260
Private time	Equal variances assumed	9,340	2344	,000	,42	,045	,333	,510
	Equal variances not assumed	9,724	2115,583	,000	,42	,043	,337	,507
Primary groups	Equal variances assumed	5,927	2344	,000	,29	,049	,193	,384
	Equal variances not assumed	6,142	2089,550	,000	,29	,047	,196	,381

Table 4. *The means for the psycho-social dimension variable according to the group variable (teachers versus students)*

The socio-professional category	Personal Self	Adaptive Self	Private space	Private time	Primary groups
Teachers	3,45	3,91	3,57	3,61	3,71
Students	3,31	3,52	3,43	3,19	3,42
Total	3,36	3,66	3,49	3,35	3,53

After analyzing the results of the statistical data, the following general conclusions can be stated:

- There are themes regarding the psychosocial dimension of private life at the level of *behaviors training*.
- Most themes concerned with the psycho-social dimension, can be found at subjects from the curriculum area of *Language and Communication*.
- Most themes regarding the psychosocial dimension of private life are found in *high school educational system*, as opposed to the primary educational system and gymnasium educational system.
- *Teachers* perceive the psychosocial dimension in a more positive way than students.

Having in mind the results, it becomes clear that actions are needed in order to unify the contents and the objectives regarding the psychosocial dimension in the Romanian educational system.

4. The benefits of the components of the psychosocial dimension of privacy on school success

The current section lists the benefits determined by the constitutive elements of the psychosocial dimension both at a personal and social level. School success is the result of the interaction between all internal and external factors identified in the components of the psychosocial dimension of privacy.

On a *personal* level, school success is the result of the development of specific elements of the private self: building a positive self-image, knowledge of one's identity, the perception and evaluation of the self as a person with one's own coherence and continuity that offers uniqueness and one's own reality, the internalization of personal values characteristic of school success (ambition, desire to succeed, personal initiative, will, self-achievement, personal freedom, self respect), the training of skills characteristic of personal development (personal commitment, dialogue with oneself).

On the *social* level, school success can be noticed in behaviors which are desirable at the level of primary groups and of the private space-time framework: the establishment of effective interpersonal relationships with the family members and the people in the near environment, the effective communication with them, the adjustment of the degree of social accessibility through the organization of personal time and by establishing limits of social distance towards other people, the solving of interpersonal conflicts.

Both perspectives provide an overview of school success as a result of combining the two main categories of factors: internal (biological and psychological factors) and external (family and pedagogic factors). The school success becomes an emergent property of the educational system, intimately connected to the home, the school, the community, and the child's own desires (Hutchins, 1996). The efficient functioning of only one of these classes of factors affects the constant and efficient achievement of school success. Therefore, there is a complex of factors and causes that ensure the achievement of school success as strongly related to a successful personal life.

The action of all factors manifests differently from one student to another and from one time to another of his ontogenetic development. Each time, they are combined in a particular way, thus creating that factorial constellation which is essential for assessing and explaining the student's results in terms of categories of school success and failure. The dependence on these factors and the correlations between them can be analyzed based on the circular causality according to which the effect becomes in turn a cause. Any of these factors are involved and condition to some extent school performance. In this case, the factors are causes and the results are effects. In turn, a certain level of school success will have implications upon the triggering factors.

Knowing the factors that determine success in the learning activities from the perspective of the psychosocial dimension of privacy guides the teacher's activity which can implement a number of specific strategies to facilitate school success. There will be adopted strategies that lead to creating a school environment with positive valences on the educational process itself. The measures applied at this level concern: power and professional prestige of teachers, size and structure of the group of students, the material base of the school, quality of teaching process, working school environment (Popescu, 1992).

According to I.O. Pânișoară (2009: 305), one of the principles of teaching is the *principle of school success*, according to which teachers look for school success for and together with their students, "protecting them from acquired helplessness, fear of success or an exaggerated fear of failure and helping to locate the control in their own power and effort".

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