KEY ACTORS IN THE COLLEGE ENVIRONMENT

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The common perception about the academic environment is that the student-educator relationship is different from pre academic years since educators no longer have time to fully get acquainted and understand students. Nonetheless, that is tightly related to the academic freedom granted to students once admitted to college given this environment's focus on their development as personalities and professionals. The academic environment is, as Noica indicates (Noica C.:1990), the place where "Disciples come to you to ask. You must educate them that they have nothing to get, but that they need to grow. Disciples want to become ivy, but they should become themselves". Consequently, understanding students and magisters is to actually understand the relationship established between these two entities in the academic environment.

Key words: *psycho-social profile, homo academicus, competence, model, deontology.*

1. INTRODUCTION

The college environment evolves around the social one which, according to Neculau A.(1997), can be viewed as a social cognitive construct the directs behaviors, supports social actors' actions, encourages the acquisition of values, empowers competence. Hence, the academic field is a cognitive and social space where idea and convictions are shared, values emerge, competences clash, structures are established, and strategies are experienced. Moreover, college environment is an ideological area that imposes ideas, social representations that help describe, explain, interpret or justify social situations, relation systems, and power distribution. The actors in this environment (i.e. students and educators) form individualized groups as a result of their interactions, competences, beliefs, mentalities, styles, ideologies. The academic field is thus an environment where various groups cooperate or compete in the name of the ideals they represent. Consequently, the college environment favors the aggregation of all cultural components by which its main actors (i.e. students and educators) to achieve their goals.

2. THE PSYCHO-SOCIAL PROFILE OF STUDENTS

L. Malson's view is most likely one the best by which to better identify and describe students' psycho social profile. According to this specialist, the human being is nothing more than a sum of possibilities before

actually meeting its own kind and getting accustomed to its own body. Consequently, the age of searches for one's own identity, of confusion and rebellion that is characteristic for teenage students is but a means to discover one's own Ego.

What is more, as Munteanu A. (2003) indicates, students who are generally described as late teenagers (i.e. 18/20-24/25 years old), aspire for independence, tend to have a rich and highly interiorized mental life, and grow into individuals under the impact of the external environment and of their gender related identity specificities.

As far as the psychological profile of students is concerned, the latter bears the following characteristics:

• A new type of logical, dialectical thinking emerges and that dominates the world of abstract ideas and real problems;

• New skills are acquired in terms of juggling with the real and the fictional, with simple variables, as well as with secondary symbols;

• The need to organize knowledge in a systematic manner becomes prevalent;

• The need to experiment and to resort to philosophical concepts and ideas is salient;

• The interest for socio-cultural events is manifest;

• The pleasure for contradictory discussions and arguments is relished;

• Increased skill and interest for foreign languages is shown;

• Emotional reactions become more balanced;

• Personality variables are already stabilized.

According to Şchiopu U. and Verza E. (1995), late teenagers are characterized by:

• Fully developed self-awareness in terms of bodily, spiritual and social characteristics;

• Vocational identity that equates the ability to acquainted with one's own strengths and weaknesses;

• The debut of independence;

• The notion of responsibility acquires new variables in terms of its understanding;

• The care for workplace moral climate intensifies;

• The role of creativity as a higher means of expressing personality increases;

• Behavioral aspects signaling the risk of delinquency emerge;

• The ties with the family are still strong but the tendency to take distance to the latter also appears.

Specialized literature Schifirneţ C-tin (după Neculau A.-1997) indicates that psychologically, students are still prone to behaving and experiencing life as late teenagers, even though developmentally they have outgrown this time period in terms of their reactions and emotional stability. Thus, they gradually depart

from their primary groups (i.e. family, school, same age people) and begin to choose their companions by different criteria, one of the most important one being that of gender. The groups they choose to become part of are those where their preferences in terms of college activities, scientific or social preoccupations are shared. Stress is one of the challenging factors of this period and that is induced by multiple requirements. What is more, the lack of a project for one's own life is one of the major risks students become confronted with.

Cognitively, students have the capacity to identify problems and their solutions, and to think strategically (Zanden J., W. Vander: 1985). Their rational thinking allows them to alter and reorganize information. At their age they are bale to acquire scientific theories, to critically examine these and to build their own vision. Their thinking and intelligence abilities surface when comprehensively studying and when required by their teachers to demonstrate their level of understanding. Even though most of them still feel teenagers and do not take responsibility for being and acting as adults (Schifirneţ C-tin:1987), their spectrum of relations and interests increases and gradually includes the tendency towards choosing their professional specialization, to develop relations with adults, to acquire new roles, to make a family of their own, to socially mature, and

to integrate professionally.

As Zanden J. and W. Vander (1985) underline, late teenagers experience a conflict between their self and society and they make efforts to strike a balance between protecting their personality and becoming fully engaged in society. That is one of the fundamental characteristics of students. Therefore, the arguments vary in this respect. On one hand, there are advocates of shielding students from the negative influence of society and of exclusively orienting them towards their scientific and professional education and training. On the other hand, there are voices arguing for the need to fully integrate students into society since, as they claim, it is only within the latter that future intellectuals can be educated. These apparently different attitudes emerge from the same view according to which students have the power to change the world and that triggers a tension between them and the world that is more complex than in others. For students, higher education with all its requirements and responsibilities is actually a means to assert their personality. Moreover, even though they do not necessarily view their outputs as inherently tied to society, they may feel the need for the former to have a social impact. Based on this tension between the need to assert oneself and the view on the social environment future intellectuals are shaped. As one of the main actors

within college environment, students shape a whole world through their psychological and social profile and that requires full responsibility in approaching them as beings and not as objects on behalf of their educators.

3. THE STATUS OF MAGISTER/ EDUCATOR

To talk about homo academicus is to make a deontological delineation and view the academic environment as part of social environment given its role of shaping schools and individual. In this respect, Antonesei L. (2005) underlines that educators working in academic environments cannot be merely clerks, but individuals with a vocation and a mission, as well as cultural models that reflect community and social values like: truth, beauty, freedom, solidarity.

Hence, what is a magister's role nowadays? It mostly manages and succeeds in highlighting competence, scientific rigor, professional prestige, as well as in demonstrating professional deontology. To actually become a role model, any magister needs to authentically prove the use of five types of competences Antonesei L (2005):
• Cultural competence, namely specialty and general education and training;
• Psychological and pedagogical competence that allows educators to convey to their audience the necessary educational message;
• Psycho-emotional and communication competence that is inbuilt in personality characteristics, but it is also developed and refined via education;
• Moral competence that should be inculcated in all educators and reflect the the values and ideals promoted by the educational system as a whole;
• Management competence meant to ensure the efficient organization and management of activities, processes, groups and institutions. The latter has been neglected for decades but it has begun to be viewed as a vital resource for educational processes.

As Antonesei L. (2005) points out, for educators to become models they need first to be educated themselves. In this respect, to change the vision on education is actually focus on values and cultural models and that is exclusively dependent on the process of educating the educators. Education can have an impact spiritually and scientifically only if the relation between the student and the magister is viewed from a qualitative perspective and not a quantitative one. Thus, what students look for in their educators are: empathy, ability to communicate, competence, pedagogical skills, intelligence, creativity, objectivity, deontological behavior, all of which

become criteria by which to assess value and models.

One of the shallow disagreements that ensue in the student-magister relationship is linked to the weigh placed by the parties on didactical and interpersonal competences (Dafinoiu I. in Neculau A.:1997). On the one hand, educators emphasize the importance of professional and scientific competence. On the other hand, students unequivocally view didactical skills as salient, closely followed of course by professional competence. For students, educators are first educators and only afterwards scientists or researchers. That actually indicates an important idea, namely that the quality of education is also related to the weigh assigned to psychological and pedagogical disciplines in the colleges educating the educators.

In conclusion, to talk about homo academicus is to highlight quality, values and models.

4. CONCLUSIONS

The common perception about the academic environment is that the student-educator relationship is different from pre academic years since educators no longer have time to fully get acquainted and understand students. Nonetheless, that is tightly related to the academic freedom granted to students once admitted to college given this environment's focus on their development as personalities and professionals.

The academic environment is, as Noica indicates (Noica C.:1990), the place where "Disciples come to you to ask. You must educate them that they have nothing to get, but that they need to grow. Disciples want to become ivy, but they should become themselves". Consequently, understanding students and magisters is to actually understand the relationship established between these two entities in the academic environment. Students live a dual reality: on the one hand they are confronted with the requirements placed on them by their own age, while on the other, they need to meet academic performance criteria meant to shape them for their professional life (Schifirneţ Ctin. in Neculau A.:1997). Given the predominant orientation of the academic environment on their future, there is little focus on students' current status and requirements as individuals, and this dichotomy is acutely sensed by the latter. That is the reason for which the relationship between students and educators needs to be emphasized in academic environments from the perspective of the modelling role of the magister. That is also the moment when this relationship can become one of mentor-mentee that allows the latter to check options, ideas, and thoughts and grow.

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