Addictive Behavioural Manifestations of Adolescents in Romania

Corina Colareza, Ioan Neacșu

Addictive Behavioural Manifestations of Adolescents in Romania

Corina Colareza ^{a*}, Ioan Neacșu ^b

^a "Edu Bizim" Educational and Cultural Center, 20, Oîțelor Street, Sector 4, 040278, Bucharest, Romania

^b University of Bucharest, The Faculty of Psychology and Education Science, 90, Panduri Street, Sector 5, 50663, Bucharest, Romania

*Corresponding author: corinacolareza@yahoo.com

Abstract

Keywords:

adolescents; educational values;
unhealthy lifestyle; risky behaviour;
addiction.

The study examines, through a concrete research, the analysis of perceptual, ideational, attitudinal, social, family and personological factors, with cumulative-progressive effects in the genesis of the main primarily addictive behavioural forms, in groups of adolescent pupils.

The approach of the topic is an interdisciplinary one, the dominant being the psychological, sociological and pedagogical dimensions, in a context seen as a reality lived and expressed verbally by the teenagers constituted investigatively in a randomly structured sample from different urban localities, either as opinions or as behavioural social and emotional-affective states specific to adolescence.

The qualitative arguments and the statistical results are the materialization of the application of a valid research methodology, relevant in its associative and explanatory interactional complementarity.

The conclusions of the study are relevant due to their functionality, which can possibly materialize in minimal positive interventions prior to the actual addiction in adolescent pupils in today's Romania.

Zusammenfassung

Schlüsselworte:

jugend; bildungswerte;
ungesunder; riskoverhalten;
sucht.

Die Studie untersucht, durch eine konkrete Forschung, die Analytik von Wahrnehmungs-, Ideen-, Einstellungs-, sozialen, familiären und persönlichen Faktoren mit kumulativ-progressiven Auswirkungen auf die Entstehung der wichtigsten primären Sucht induzierenden Verhaltensformen in Gruppen jugendlicher Schüler.

Der Ansatz des Themas ist interdisziplinär, wobei die psychologische, soziologische und pädagogische Dimension in einem Kontext dominiert wird, der als eine Realität angesehen wird, die von den Jugendlichen gelebt und mündlich ausgedrückt wird, die in einer zufällig strukturierten Stichprobe aus verschiedenen städtischen Gegenden untersucht wurden. Die Hauptverhaltensformen werden entweder ideologisch oder als Meinungen oder als soziale und emotional affektive Verhaltenszustände, die für die Adoleszenz spezifisch sind, identifiziert.

Die qualitativen Argumente und die statistischen Ergebnisse sind die Materialisierung der Anwendung einer gültigen Forschungsmethodik, die für ihre assoziative und erklärende interaktive Komplementarität relevant ist.

1. Introduction: contextual landmarks and openness to the problem

The topic of today's adolescence/adolescents is one of major interest for the public consciousness of a modern society, as well as of several categories of socio-human actors, educators and parents alike.

From the perspective of the age/period criterion of personality development, adolescence was marked by an unsuspected complexity of the transformations. So, adolescent subjects have to go through and face them on multiple levels psycho-emotional, biological, social, lifestyles, role models, action and educational projects, and last but not least the vibrational-energetic rhythms and communication of values at the level of generation and intergenerational level (Neacșu, 2010).

The concept integrates and highlights controversies, calling for innovative paradigmatic approaches is recognized to be, at least from the perspective of this paper, a syntagmatic one expressed in what we call and debate today: *lifestyle* - a complex, multidimensional and strongly personalized at geopolitical, cultural and intercultural level.

In the existentially context of socio-adaptive process, young people find unsuspected challenges, which generating behaviours and behavioural-attitudinal reactions of value, materialized in the most diverse psychological profiles. Many of these are learned others imitated/promoted/allowed by family or discovered in reference groups, some quickly taken

over or integrated into the holistic Self. We frequently identify contexts and situations that generate identity crises, with effects on the erosion of self-esteem, transformation into deviant behaviours, internalization of negative values, accompanied by introverted reactions, hidden, difficult to identify and, where appropriate, to correct.

Adolescence, like preadolescent childhood, is a period considered to be sometimes optimal, sometimes critical in human development, due to either neuro-cerebral plasticity or frequent exposure to impact with harmful factors, with the status of determination, conditioning or influence that develop effects of duration, more or less marked socially and educationally.

Social interventions with correct feedback and health, at different stages of adolescent development have or can have positive effects. The appearance of puberty brings with it physical and mental transformations during which any intermediate evaluation of an uncertain result leads, in general, to the decrease of the optimal potential, of the reduced integration, of the diffuse valorisation of the social-educational optimism. All this, during adolescence, sometimes fluctuates significantly, until, as progress in the maturation process, the characteristics of the stability of youth and the transition to normal adult life appear.

National statistics compiled by specialized institutions in Romania and internationally provided interesting data on the state of affairs (Iliescu R. et al, 2016). The number of adolescents with significant deficits in health is increasing (see data from the Institute for Research on Quality of Life, the Institute of Educational Sciences - recently amended, the National Institute of Statistics, etc.). As a gender structure, we have about 25% boys and about 30% girls with such manifestations, most of them being in the education system (87%).

Naturally, a small number of adolescents are not investigated who report that they work, as well as some who are not included in the education system or in the labour market.

Categorically, risk behaviours are approached explicitly, transparently, they did not avoided.

Thus, for alcohol consumption, a high percentage, more than 40 % of the adolescents confess that they consumed alcoholic beverages at least once, with decreasing ages, around 20% for those under 14 years

of age, with greater variations and differentiations between boys and girls, both in urban and rural areas. Less studied, additionally were the type and amount of alcohol consumed.

For tobacco consumption: 23% of teenagers confess that they have smoked at least once, until the age of 14. After this age, the number is increasing: 33% compared to boys, versus 16% girls, and in urban areas, the percentage is slightly higher.

Drug consumption: almost 3.8% of adolescents have experienced one type or another of drugs, this percentage increases to 5.4 after 14 years.

Sexual behaviour has a percentage of 15% of adolescents, who say they have sex, of which 23% boys and 11% girls, in urban areas and in rural areas slightly lower. The age of 15.5 is the average age at which some teenagers began their sexual life. We currently record a relatively large number of teenage girls who have given birth to a baby!

Gambling and video games in excess, accompanied or associated with other vulnerabilities, say researchers at Oxford University, significantly reduce health concerns, reduced daily healthy living schedule, relevant lifestyle changes of adolescents with some risky manifestations.

Psychophysical exhaustion is or becomes an easily predictable or predictable consequence of the presence of the above-mentioned factors. A report published in 2016 by the American Journal of Critical Care, analysed the prevalence of causal factors, including the reduction of cognitive reserves, especially in the conditions of registering a pathology generated by drug use.

Specifically, we talk about reducing generation of new neurons in the hippocampus, the states appearance of violence, reduces mentality of blocking effects "fixed mindset versus growth mindset" by Siegel (2013).

In some surveys, Patrick & Maggs (2015) conducted on a number of 4,842 students aged between 9 and 11 years, which confirms an increased percentage (22%) of those who had consumed alcohol at the offer of disadvantaged social parents. Like this, they were being confident that this could increase children's responsibility or inoculate them with the idea that it is dangerous to drink a lot of alcohol, and children would think that their parents, loving them, could not want or hurt them.

The results show sensitive and worrying changes in the expression and appeal of adolescents' behaviour depending on the problems they had to solve: the younger ones confidently turned to teachers and parents, and the older teenagers, friends or discreet sources: Internet, close friends.

The causal factor of behaviours with disorders founds in a rich series of metatheoretical analyses. Among synthetically expressed can be identifiable: globalization, dissonances in the culture of values, major ruptures between social tissues, clash of identities, passivity of educators' criticism, minimizing effects negative, lack of positive balance, some in the form of chronic, mental, social or emotional disorders.

2. Theoretical foundation

Adolescence is a topic much debated by pedagogues, psychologists, sociologists, culturologists, doctors, etc., being a generator of opinions and many differences. It considered both the "ungrateful age" by some and the "golden age", in the opinion of others. According many authors and specialized studies, adolescence is also an "age of crises, anxiety, insecurity" is often better promoted., dissatisfaction, disorders», but also «the age of great impulses», of creative potentials, a window open to great personal projects, an area of self-awareness development, visibly outlined by the presence of the following basic components (see Figure 1):

Figure no. 1 The basic components of self-awareness in adolescents

The development and internalization of self-awareness (Neacșu, 2010) is internalized in the form of a conduct formed to control general behaviour, including the assimilation of attitudes, roles, values, other than family.

An interesting approach in the context of our paper is that, which presents adolescence and age-specific behaviours around self-concept and self-esteem,

analytically expressing a complexity of differentiated, personalized typologies (Neacșu, 2010).

The languages of adolescent groups often differ from the standard/standard language of the society in which they live. Attitudes, gestures and expressive ways of speaking not found in other age groups are borrowed/formed.

At this age, due to the features mentioned and many defined in specialized studies with linguistic, psychological, pedagogical and sociological profile, there is a visible interest, from yesterday, but especially today for the consumption of prohibited substances, toxic, in their essence drugs and narcotics, a consumption phenomenon that was accentuated in the Romanian society after 1989. (Neacșu, 2010, 2019)

Psychosocial foundations of the adolescent behavior defined and studied institutionally in Romania by a national agency specializing in drugs (NAA), as well as NGOs that have an accepted status of experts in the field. Among the fundamental values promoted and converted in mission objectives, the following should be noted as more important (Duduciuc, A., Ivan, L., Chelcea, S., 2013);

- Chelcea (2013) describes the concept of collective self-esteem, for adolescent students. Among this age, the feeling of success/failure in a certain field, it feels as an indicator of global psychological self-efficacy

- The positive perception on one's own abilities and achievements configures a self-image consistent with that of the self, a kind of ideal picture

- New acquisitions and emotional-affective behavioural or thinking patterns identified, we find them informally in the subjects' answers, confirming the positive role they play due to the energetic potential of this age, which, however, comes with possible disadvantages, with relevant qualitative changes in behaviours adolescent subjects

- The new roles and positions that an adolescent can have in the evolution of integration in the proximate social. Usually the family or in the reference group (see Figure no. 2), also highlights an often stormy course of age-specific stages, such as rhythm, amplitude, intensity (usually higher), especially emotional-affective and behavioural-reactive manifestations; should be noted here as frequently highlighted the following, present in figure no. 2 below:

Figure no. 2 Role characteristics specific to the evolution of adolescent behaviour

- More accelerated social learning in adolescence, which has become a fundamental component of positive evaluations throughout life, contributes to the development and efficiency of the subject's personality in school, family and social life alike, registering an extraordinary dynamic in the stability of knowledge processes.

In the structure of learning at this age, we identify the following has characteristics that are more important:

- the relativity of the conception regarding the social importance of learning (the meaning of the answer);
- the quality of the associated motivations (psycho-socio-cultural status of the behaviour);
- stability of purposes (explicitly assumed and aware goals, objectives and tasks);
- the quality of the methodology and the operability of the learning technologies (strategies, methods, techniques);
- access to material, energy, informational, relational resources);
- time management (duration and balance of planning/allocations);
- requested or personally created conditions (study climate);
- social, cultural, health, individual, group context, etc.;
- The value of school and extracurricular results correlated with the objectivity of the evaluation (personal and institutional standards).

Based on these structural elements we can establish connections, well-motivated transfers in order to capitalize on and optimize learning.

The different opinions and the relative consensus regarding the existence of a set of explicit and specific decomponents/mechanisms for school and academic learning have underlined by the dynamics of the formation of learning competencies (Neacșu, 2010, 2019). At their base are multiple sets of biological, neurological, neurodidactic, psychosocial and anthropological mechanisms.

The functional mechanisms of learning expressed under a wide variety of behaviors and validated by Neacșu, 2019 in the application of the multideterminist principle of interconditional subsidiarity.

3. Research methodology

3.1. Purpose of the study

In a PhD research that included four high schools in major cities in Romania, the evidences have aimed to investigate the lifestyle of adolescents during 2016-2019 (Colareza, 2020). The methods have used to determine the healthy or unhealthy lifestyle. Research uses an interdisciplinary methodology, and the dominant core of the approach is, in essence, the psycho-socio-pedagogical.

The purpose and objectives of this research are on the one hand, to identify and analyse correlations between generative behavioural factors, especially environmental, as risk factors. In addition, the analysis of the relationships between the personality characteristics of the subjects, such as gender, age and certain psychosocial characteristics such as will status, sociometric status in the reference group, quality of perception of group position, degree of self-knowledge, compositional values of lifestyle internalized and frequently outsourced.

3.2. Methods of the research

The research methodology consisted in constructing and applying two questionnaires, a cognitively structured interview:

- Questionnaire 1, dedicated to the lifestyle (negative, harmful factorial records), with 16 items with values measured on a five-step Likert-type scale, where 1 means total disagreement and 5 = total agreement.
- Personal/personalized questionnaire with 24 items, aiming to express opinions on personal issues, such as moral attitudes, housing, family, community, income, social group personality, sensitivity to addiction issues, attitudes for or against the values of

education.

- Cognitively structured interview
- Interesting are, to a large extent, the responses from *focus groups*, *case studies*, value items cut from *biographical files* prepared by counsellors, managers or significant value items observed and examined through *the cognitive interview*.

The focus of this paper is on unhealthy lifestyle (risky and addictive behaviors) in adolescents. The analysis of the power of the latent *lifestyle* variable, with its noxious limits, as well as of the attached indicators shows that the items included in this questionnaire demonstrate high intensity correlational values between the manifest variables ($r > 0.725$).

The common variation of the manifest variables resulted in the very high average variation of the only complex variable, latent but integrative at risk level, namely *lifestyle*, with very high percentages, of 89.2%.

Factors with a significant impact added to the picture of risk behaviours such as: alcohol, smoking and the perception of the total unbalanced consumption of individually managed income. The literature abounds in studies that demonstrate a strong association between the income of the family or the adolescent and his school results (Mărginean, 2019).

The average scores calculated for the potentially risky behaviours investigated (see Table no. 2) indicate that smoking is the highest frequency behaviour: $M_{\text{fumat}} = 3.12$, St. dev. = 0.95. In the same vein, the presence of an active network of influential friends does not *per se* represent a major risk behaviour but is not negligible one; interaction with the elderly seems beneficial.

At the gender level, the differences in average scores for this item are not statistically significant. The calculated values for the correlation coefficient $\rho(\text{Spearman})$ outlines a picture of forces that act and shape the personality of the adolescent.

In order to be able to explain the actions and interactions of these vectors, we refer to the ecological-transactional model proposed by (Cicchetti and Toth, 1997). The referenced model explains that a person's environment is a multi-layered reality, in which the layers coexist and interact. Factors that act at the proximal level of the layer benefit from a stronger influence.

Structurally, the model starts from the individual level (micro), continues with the institutional level (meso), in which factors associated with the family, the community are integrated, and is completed with the systemic-structural social level (macro). Therefore, family dynamics, to which a certain socio-economic status is attached, is a frequently invoked variable, with strong modelling valences. Moreover, the quality of emotional and group life are certainly factors that influence the state of wellbeing and the perception of subjective happiness of adolescents today.

4. Questions Research and their hypothetical vocation

Interrogative statements can be multiplied. It could become interesting for future research and some questions that, although they have been given attention, still persist through the many white spots, trouble the world of specialists, parents, educators and public policy makers.

There are interesting perceptions, opinions and views on:

- To what extent is there a statistically significant correlation between the factors that define the adolescent's personality and the personal, social, existential problems that disturb their projects, expectations, certainties, balances, thus creating the minimum premises for the occurrence of addictive/risk behaviours in adolescents?

- Whether there is a statistically significant correlation between the matrix of socio-educational factors and the aggressive, socially inappropriate, unethical behaviours of adolescents?

- Whether there is a statistically significant correlation at a publicly manifested level of family-generated or family-induced self-confidence patterns, reference groups, socio-educational factors, and noneducational, nonformative risk behaviour of adolescents or groups of adolescents today?

5. Results

The differences between the intellectual potential of the investigated adolescents, whose parents have only primary education ($d = 1.7$) vs parents with university education, with values of course very differentiated, generating and effects, were analysed as a primary condition of knowing the forms of addictive behaviour significantly visible ($d = 1.4$).

Data on a number of statistical indicators for the items included in the questionnaire investigating harmful lifestyle behaviours in adolescents lead to a first remark, namely that a significant segment of the interviewed adolescents do not eat a hot meal a day and sleep less 6-7 hours a night. Although we do not have enough information for a significant number of adolescents to support this claim, we can identify behaviours of food risk or poor management of available time consumption.

Both chrono-biological aspects associated with sleep and general time planning/organization (more than 60% of the surveyed sample stated that they could not organize their time efficiently) and those related to diet can affect quality of life and learning ability.

Indeed, studies reviewed by Bertolini, (2011) which considers that adolescent period regarding the peculiarities of neurodevelopment shows a higher activity of the dopaminergic system and the immaturity of the serotonergic inhibitory system, which promotes impulsivity and the search for new sensations.

Other approaches (Stemate, C. C., Ulmeanu, C., E, 2018) to understanding voluntary behavior is to find specific actions that initiated from within the body under centralized control. Two other important features of voluntary behavior are planning (premeditation) and adaptation.

The data collected through the online questionnaire for adolescents' self-perceived addictions and perceptions of psychoactive substance use were some of the basic benchmarks that shaped the values with quality assessment status of the qualitative research project. Thus, they need to remember the following points by Colareza (2020):

- Average age of respondents: 19.6 years
- A percentage of 5-10% of the respondents declared themselves addicted to psychoactive substances
- The average age of the respondents who perceive themselves as dependent is 17 years
- Average age of subjects in the global sample who started smoking: 16 years;
- The average age at which the addicts started smoking, constituted in research as a subsample: 14.7 years

- A 10 percent of the respondents confess their dependence only on tobacco associated with coffee

- Among respondents who recognize the dependence on coffee, cigarettes and alcohol - 20%

- Respondents who admit to the use of light drugs, in addition to coffee, cigarettes, alcohol - 10%

- Among the respondents, only 12 accept their psychologically dependence

- Those who declare themselves addicted, they accept their addiction only as physiological

- A percentage of 20 respondents admit that they are both psychologically and physiologically addiction reach.

This critic period promotes impulsivity and the search for new sensations. If this condition is generally transient, the direct effect of some drugs (alcohol, nicotine, cannabis, cocaine, opiates, gambling, cyber addiction etc) on the dopaminergic system (through an increase in dopamine release) can induce changes and promote certain long-term circuits that underlie addictive behavior (Bertolini, 2011).

Although there are some differences between the answers given by those who are only psychologically or only physically dependent, compared to those who are independent, the preliminary analysis of the data reveals an approach, which focused on two fundamentally dichotomous categories.

The European Drugs Report (2020) estimates prevalence rates among young adults between 3.5% in Hungary and 21.8% in France. In addition, the ratio among young people (men and women) who used cannabis in the last year is two to one. Among young people between 15-24 years, the prevalence of cannabis use is 18%, higher than last year 9.3% (EMCDDA, 2020).

Thus, based on a selection from the database results the category of those who declare themselves psychologically and physiologically dependent on psychoactive substances and the category of those who declare themselves independent.

We present the data analytically (Table no. 1), introducing a first hierarchy of values.

Table no. 1. Investigated risk behaviours - average scores

	Min.	Max.	Mean	St. dev
5. I've been smoking for a while.	1.00	4.00	3.13	.95
10. I have a network of friends who influence me.	1.00	4.00	2.95	1.06
8. I am sexually active.	1.00	4.00	2.89	.82
12. I only get involved in activities that I enjoy.	1.00	4.00	2.83	1.10
14. I also have a nightlife (going out to the club).	1.00	4.00	2.81	.96
4. I don't practice weekly exercise	1.00	4.00	2.70	1.04
15. I am rebellious, even aggressive.	1.00	4.00	2.68	1.02
9. I have relatively good school results.	1.00	4.00	2.59	1.07
11. I can't talk openly about my negative emotions.	1.00	4.00	2.52	1.21
3. I offer, but I do not receive affection on a regular basis.	1.00	4.00	2.49	.99
7. My basic expenses are covered.	1.00	4.00	2.33	.90
16. Some activities require approval (parent, legal guardian).	1.00	4.00	2.21	1.07
1. I eat at least once a day, but irregularly.	1.00	4.00	2.20	.97
6. I have difficulty with my weight relative to my height.	1.00	4.00	2.06	.98
13. I can't organize my time efficiently (disorganized).	1.00	4.00	2.03	1.04
2. I sleep less, less than 6 hours a night.	1.00	4.00	2.02	1.10

The description of the characteristics that configure the behavioural and attitudinal profile of the two categories reveals differences, but also common characteristics, the comparative approach offering the premises for sketching an explanatory model, later validated by the analysis of the data in the interview.

Tables no. 2 and 3 below show the average scores recorded by respondents who perceive themselves as psychologically and physiologically dependent vs. non-dependent. They appreciated the harmfulness of some psychoactive substances, to which they added sugar and energy drinks that, in turn, contain some psychoactive substances.

The evaluation scale of each item was also five intervals.

Table 2. Perceived harm of psychoactive substances - addicted adolescents

tobacco	coffee	alcohol	cannabis	heroin	cocaine	LSD	Sugar	Energy drinks
3.70	2.09	3.44	2.68	4.61	4.30	4	3.01	3.203

Table 3. Perceived harm of psychoactive substances - independent adolescents

tobacco	coffee	alcohol	cannabis	heroin	cocaine	LSD	Sugar	Energy drinks
3.77	2.12	3.41	2.69	4.59	4.37	3.96	2,85	3,200

The results of research highlights following the analysis of partial data of the doctoral thesis (Colareza, 2020) on addictive and risky behaviour of adolescents.

Thus, results show that 25 respondents who stated that they are both physiologically and psychologically addicted to psychoactive substances, 12 mentioned multiple addictions as tobacco, coffee, alcohol, drugs, 7 has addiction of tobacco, coffee, alcohol, 6 tobacco/coffee addictive alone are dependent only on coffee and 3, only on cigarettes). Of the addicts, only one does not smoke.

Therefore, for both psychoactive and non-addicted subjects, no drug is considered very strongly harmful (corresponding to the scale value 5); except coffee and much more harmful than sugar, cannabis has considered less harmful than all other drugs, and tobacco considered almost as harmful as LSD.

Many studies of national and european anti-drug agencies (NNA, EMCDDA) show most used drug is cannabis, (NAA, 2015) the prevalence of consumption being about five times higher than that of other substances.

Some surveys conducted among students and the population general has provided an overview on prevalence of experimental and recreational consumption of drugs in Europe (EMCDDA, 2019).

In addition, the other depicts 61 respondents who state that they have no addiction; only two subjects do not consume any psychoactive substances at all, while most consume coffee and alcohol. About 16 of respondents, declared themselves in control/ non-addictive but they consume moderately tobacco, coffee, alcohol, and light drugs are evaluated as having a recreational role/purpose.

Interesting to note is that among students opinion is more widely divided as to whether addicts lose some control, lose all control, or retain control, so compared to the addictive category, those in the category of non-addicts a third (18) do not smoke.

Only five of the smokers declared themselves in full control even they use only cigarettes with psychoactive substances, results show most use at least three kinds of such substances.

Smoking is addictive to the greatest extent and, on the other hand, it is associated to the greatest extent with the consumption of other psychoactive substances.

Lack of smoking is a predictor of non-addiction, while being a smoker generates either the premises of the existence of at least one other addiction, or, for non-addicts, the premise of consumption of other psychoactive substances.

The entourage is the main environmental factor triggering the consumption of psychoactive substances. In most cases, smoking is the first contagion effect with the reference group.

The results of this exploratory study indicate the relevance of the need for further investigation of the elements that characterize a lifestyle harmful and harmful to adolescent health.

6. Discussions & Conclusions

Adolescence is an intense period with positive feelings and turmoil whose frequency of change is relatively high, with less pleasant personal and social experiences, conflicts and periods of transition to normality quite long. Creativity and imagination reach high levels of nonconformist behaviour specific to adolescence, childhood interests are replaced by aspirations on training more outlined.

The analysis of the proposed hypotheses focuses on the influence of the models relatively assumed by adolescents, in the interaction especially with the reference groups in adopting behaviours that essentially shape an unhealthy lifestyle. They also involve the abuse of psychoactive substances, sexual behaviours; video games, gambling, risk, as well as anti-social behaviours associated with pathologies sometimes or even with surprising purposes (see pregnancies in adolescents between 15 and 17 years).

From the perspective of the Romanian educational and cultural environment, action strategies should be rethought to allow training in appropriate forms of movement and/or expression of the creative potential that today's adolescents have, with the small limitations generated by the health context (Covid-19 pandemic).

Today's education does not encourage the manifestation of these alternative variants or combinations thereof. An example is the school curriculum, rich in details, complicated, especially not systematized enough, still based on unmotivated models, focused on reproductive memory, less on the practical use, transfer and personal creativity of those learned. In addition, the cultural environment are not didactically, integrated or led based on the achievements of rhetorical art, science and digital, refusing the setting on voices, full of strong motivation, on the modernity of their contemporary offerings.

The research derives from the nature and complexity of the educational reality. So, specificity of inter and multidisciplinary study gets addictive and somewhat empathetic distant behaviour, as well as at European Union level,

Through this research, we open the way for the establishment of some fundamental points of an extended and deep pedagogical agenda, emphasizing its general, theoretical character, with not negligible similarities, as well as the descriptive and comparative character of the vast categorical concept of adolescents' lifestyle.

Due to the limitations of the online questionnaire interview, we focused only on the quantitative aspects of unhealthy lifestyle behaviours. However, the significant number of answers received (N = 150) also allows a detailed analysis on certain dimensions of the analysed issue. The data collected through semi-structured cognitive interviews provide an in-depth

image generating the premises for building a logical model for relating these aspects of perceptual behavioural study, with personalized, individualizing, even family and social or adolescent group characteristics, as was the subject of our analysis.

The data on the opinions expressed by teachers during individual and group interviews are also of interest and have a strong confirmatory value - associative with the risky behaviours and behaviours of the studied adolescents that we identified in the context of quantitative analysis. The qualitative analysis revealed a wealth of problematic aspects that do not represent an element of novelty at the level of the Romanian education system, still without relevant, correlative approaches.

One of these problems is *absenteeism* and *school dropout*. The factors we have previously exposed and discussed (family dynamics, socio-economic status of the family, the educational stock of the family, etc.) contribute to the understanding of the ways and power of influence of the formation and action of a context. Therefore, it acts unsupportive and restraining and which certainly significantly influences the quality of the learning process, its results and the impact on the personality of adolescent students. In relation to these behaviours, the interviewed teachers also identify a tendency to decrease the students' school performance.

Authors note: The authors had equal contributions to this article.

Corina Colareza holds a PhD in Educational Sciences, University of Bucharest, is director of the "Edu Bizim" Educational and Cultural Center in Bucharest. Psychopedagogue and speech therapist in supervision, graduate of Special Psychopedagogy, "Ovidius" University of Constanța, of the master's degree in Educational Management, at the Faculty of Psychology and Educational Sciences, University of Bucharest. Doctorate at the Doctoral School of the same faculty and university, with the theme "Lifestyle in adolescents. Motivations and training interdisciplinary strategies". Areas and centres of interest: psychopedagogy, counselling and speech therapy, preschool education. Complementary professionally is the field of dietetics and nutrition. Current focuses: knowledge and development of the harmonious personality of children and adolescents.

Ioan Neacșu is University Professor Emeritus PhD in the Department of Educational Sciences, Faculty of Psychology and Educational Sciences,

University of Bucharest. Graduate of the Faculty of Philosophy, University of Bucharest. Doctor in pedagogy, 1976. He has been leading doctoral students since 1992. He has held important managerial positions in MEC and faculty. He has published multiple papers and reference studies in prestigious publishing houses and well-known magazines. Centres of interest and areas of professional competence are: learning, learning styles, effective learning methods and techniques; the psychology of education; social pedagogy; total quality management in education; psychopedagogy of creativity, innovation and coaching; motor education; rural education; teacher training; emotional-affective education, learning neurodidactics, cognitive and metacognitive psychology.

References

- NAA (National Anti-Drug Agency) (2015). *Drug Studies, Research Report* (vol. 3, issue 1). National study in schools on tobacco, alcohol and drug use, ESPAD 2015 (In Romanian).
- Bertolini, M. (2011). *Adolescence and addictions, Rev Med Switzerland* 2011, vol 7, 1794-1798, (<https://www.revmed.ch/RMS/2011/RMS-309/Adolescence-and-addictions>) (In French).
- Cicchetti, D., & Toth, S. L. (1997). *Developmental psychopathology. Perspectives on adjustment, risk, and disorder*. New York, NY: Cambridge University Press.
- Colareza, C. (2020). *Lifestyle of adolescents. Motivations and training interdisciplinary strategies*. Doctoral thesis, University of Bucharest (In Romanian).
- Duduciuc, A., Ivan, L., & Chelcea, S. (2013). *Social psychology*. Bucharest: Comunicare.ro Publishing House (In Romanian).
- EMCDDA. (2019). *European Monitoring Center for Drugs and Drug Addiction. European Drugs Report 2019: Trends and developments*. Luxembourg: Publications Office of the European Union (In Romanian).
- EMCDDA. (2020). *European Monitoring Center for Drugs and Drug Addiction, European Drugs Report 2020: Highlights*, Luxembourg: Publications Office of the European Union Available at: <https://www.emcdda.europa.eu/system/files/publication/s/13238/TD0420439RON.pdf> (accessed at 21.02.2021).
- Iliescu R., & Georgescu M. (2016), *Life Quality Magazine*, XXVII, no. 2, 2016, 161-169 (In Romanian).
- Mărginean, (2020). *Romanian Journal of Sociology*, new series, year XXXI, no. 3-4, 143-158, Bucharest. (In Romanian) Available at: <https://www.revistadesociologie.ro/sites/default/files/02-imargineanb.pdf> (accessed at 12.03.2021).
- Neacșu, I. (2010). *Social pedagogy: values, behaviors, experiences, strategies*. Bucharest: University Publishing House (In Romanian).

- Neacșu, I. (2019). *Neurodidactics of learning and cognitive psychology*. Iasi: Polirom Publishing House (In Romanian).
- Patrick, M. E., Maggs, J. L., & Lefkowitz, E. S. (2015). Daily associations between drinking and sex among college students: A longitudinal measurement burst design. *Journal of Research on Adolescence*, 25 (2), 377-386.
- Siegel, D. (2014). *The whirlwind of the mind*. Bucharest: Herald Publishing House (In Romanian).
- Stemate, C. C., & Ulmeanu, C. E. (2018). Addictive behaviors in children and adolescents. *Medical Practice Journal*, 2018 vol. 13, no. 3 (59). (https://rjmp.com.ro/articles/2018.3/RJMP_2018_3_Art-04.pdf). (In Romanian).