

## **AUTONOMY IN STUDENT LEARNING**

*Cristina ȚÎMPĂU*<sup>1</sup>  
*Olivia TUDORICĂ (PISICĂ)*<sup>2</sup>

---

### **ABSTRACT**

*This approach to the issue teacher's role in building student autonomy is far from being alone. But any view on this subject reaches the same conclusion: the construction of student autonomy is impossible without the teacher. At first glance this seems nonsensical conclusion. how can the teacher, as an exponent of institutional authority, facilitate the student's autonomy? By tradition, the relationship teacher - pupil was perceived as one of a kind master - subject: the teacher is powerful, repository of all resources and he alone decides and especially by what means we will send the student, who does not have anything that is not nothing but what the teacher wants. Construction of student autonomy is difficult, if not impossible in conditions of a strained relationship teacher - student. Through its privileged position, the teacher can take the initiative to stimulate interaction and student.*

**KEYWORDS:** *authority, teacher role, teacher expectations, role of autonomy in learning.*

**JEL CLASSIFICATION:** *J24.*

---

### **1. INTRODUCTION**

According DEX through autonomy means "right (a state, a region, a nation or a national minority) to be administered in a single state ruled by a central authority; the situation has not depend on anyone, who has full freedom in its actions "(DEX, 1975, p. 120).

From his perspective P.P. Neveanu autonomy is "way to be a body, person (systems in general ) which operates independently, is determined based on its own structure, its internal laws". The vision dream image, according to the same author, autonomy is "the freedom of man who, by his own reflections effort, he gives himself principles of action. In contemporary psychology autonomy close to that sense of self, mediated by conscious control. " ( Neveanu, 1978, p. 96).

The definition of autonomy of psychologists R. Doron and Parot F. is commented on the claims of PP Neveanu, after this (Neveanu) autonomy is "the process by which a man or a group of people or causes itself acquires its own rules of conduct. Autonomy capacity resulting from the internalization of rules and values following a personal negotiation process with different regulatory systems interdependence and social constraint "(Doron & Parot, 1999, p. 105). Genetic psychology has used this concept in the study of moral will and judgment. J Piaget showed that in the behavior towards another child go from moral(when the rules of conduct and moral judgment imposed other and are freely given a moral evaluation rational - can contain the

---

<sup>1</sup> Faculty of Psychology and Educational Sciences, University of Bucharest, Romania, cristinatimpau89@gmail.com

<sup>2</sup> Faculty of Psychology and Educational Sciences, University of Bucharest, Romania, olivia.tudorica@drd.unibuc.ro

interests of egocentric in adults) to an autonomous moral constitution of which require the integration of reciprocity relations between individuals recognized by their own particularity but equal under formal report.

In an analysis of psychodynamic perspective, continue the authors cited above, the conquest of autonomy is linked to the construction of identity during adolescence.

Another definition comes from the sphere of philosophy. In this case autonomy is connected with *eteronomia*, both terms referring "the situation of a person, a human collectivity, a scientific discipline that is subject only to rules emanating from themselves available free of their own will and situation a person, corporate, scientific disciplines that are subject to the laws, conditions, their influences from the outside (*eteronomia*). Both autonomous and interdependent *eteronomia* be seen, while the relative and correlative, every phenomenon is conditioned inside and outside is simultaneously autonomous and *eteronom*. The only entity that enjoys absolute autonomy is matter (objective reality) that does not know its external determination. Absolutes of autonomy lead to autonomism, one-sided and idealistic representation of the relationship between consciousness and existence in the sense of isolation under his existential consciousness, social.

From the pedagogical perspective, autonomy is defined as "a general objective of education and instruction, synonymous with the term emancipation and self-determination. Autonomy is granted subject able to realize and build independent universities in the basic moral laws "(Schaub & Zenke, 2001, p. 27). All the autonomy longer understand pedagogy as a scientific discipline clearly specifying standalone released theology, philosophy or pedagogy regulations. The concept is limiting the education sciences (Schaub & Zenke, 2001).

Given these definitions, we still use the term to mean autonomy situation of a subject that has their own free will, which is able to realize and build independent universities in the basic moral laws. We believe that this definition can adapt easier to specific situations that arise in the learning process.

## **2. CORRELATIVE CONCEPT OF TERMS AUTONOMY**

As noted by the authors dictionary of pedagogy in science education within the concept of autonomy is exhaustive. Most discussions on the subject refer to relative freedom - authority. "One of the biggest problems of education is given to reconcile under a legitimate compulsion subjecting the opportunity to serve his freedom" (Kant, 1992, p. 24). In a discussion in the magazine pedagogy several romanian teachers, E. Păun notice that often report liberty - education authority was thought disjunctive terms and antinomy: freedom to oppose authority. In reality, says the author noted, this is a pseudo - opposition maintained by different starting points "while followers of education authoritarian asked to analyze social reality and requirements of the educational process, the followers of liberal education relies particularities and the characteristics of human nature as a source of educational activity "(Păun, 1991, p. 47). Viewed thus, freedom and authority two situations seem irrevocable in education. However, they have only a theoretical existence in this form because it denied the practice. All experiences were based solely on one of them failed. Man in general and children in particular, are being active in the education and socialization, making the car both (understood as extreme authority) and liberalism (the extreme freedom) contrary to the nature of the human being.

Man, by nature, require the same time a minimum of cues to direct them and to direct actions, and a minimum of autonomy and initiative. Freedom and authority sense only in relation to one another. Authority does not preclude or hinder the nature and psychological development of the

child (such intimates nondirection pedagogy that supports absolute freedom in education), but be efficiently stimulates.

So the question that arises is to eliminate the authority of education for freedom illusory and ineffective compared formative but finding optimal ways of expressing the authority and its correlation with autonomy.

Another concept vehicle together with that of "autonomy" is identity. From the perspective of dynamic psychology and independence is related to the construction of identity during adolescence. From a philosophical point of view, identity is "property of an object to be and to remain at least a certain time which is to preserve the quality of some basic characters long. Identity can not be broken by contrast, because identifying a thing set him apart from all the other "(Dictionary of philosophy, 1978, p. 341). Pedagogy takes this definition and materializes identity as "inner conviction of the subject that in any situation and moments of life, as well as any guidance from the outside world, remains the same person. Identity are essential conditions for the development of the physical, cognitive and emotional growth of the child's social environment. All identity is the awareness that "I am in the circle of others" (Schaub & Zenke, 2001, p. 129). The identity differentiation resulting from the interaction of other kinds proven by topic - socio - emotional.

Search for identity is a long process that begins in adolescence. This process affects and is affected by the look of a teenager, the way you think, the interactions established between him and influence people's lives. The main question that search for identity is "Who am I?". The answer to this question is clearly outlined, is the degree of autonomy is higher.

Another term mentioned when talking about autonomy is accountability. J. Davis (1999) discusses student autonomy and responsibility for their own training. The message is given to students by teachers is the need for accountability for their training and work assignments are designed so as to implement this message. However, results from external assessments which are an indicator of school performance or teacher rather than the student. The author sees a contradiction between what students are encouraged to do (on one hand). J. Davis refers to the British education system and CPC National Curriculum in this country, which is so strict that not only prescribe what should be done, but you should be done and how to do it right. Also, external evaluations (only the results of which are taken into account) are placed regularly and are very strict, that offer "second chance" to those who missed it the first.

In these circumstances the question what is the purpose of encouraging student autonomy and responsibility for their own training, as long as rated by externally imposed standards and these results only counts in its future development.

So, autonomy and responsibility correlates with both features contribute to the individual. these are the main concepts which can be correlated with that of autonomy. The question is to what extent freedom, identity, responsibility, authority correlates with autonomy in education to help train the student as a future adult.

### **3. INTERCULTURAL DIMENSION IN EDUCATION - A SOURCE OF AUTONOMY**

As we tried to show until now, the school is not only a place of instruction, knowledge acquisition, is living space and experience, solidarity and mutual acceptance. The whole education is a process of communication that depends on the quality of pedagogical relations.

Trying to answer the question "Why are there school?" C. Liesse notes: To enable children to grow, to develop spirit, soul and body, in other words, intelligence, sensitivity and creativity.

What kind of society we should bring this to everyone's development? On a more just society or tougher? By definition, a company means men and women who live together more or less harmoniously. However, each child can gradually take their place in society and it can also become an active citizen, so that all children can live together is essential to learn to live together before.

The school has therefore a twofold mission:

- enabling each to grow, to develop spirit, soul, body and heart;
- allowing children to learn to live with each other, with different people (Liesse, 2000)

At first glance the two seemingly contradictory aspects of school mission: to develop individuality in its fullness and living with others. What is to learn to be yourself and at the same time learn to live with others? The solution to this problem is intercultural education. Only through this dimension of education we can understand and accept that we are different, but this does not mean that one is better than the other.

Intercultural school experience is driven by a double action: reception and division. reception are linked to climate classroom and school quality as received, how students benefit themselves rights which are invited to meet for others, solidarity which they perceive and that benefit their possible exposure. It is important that all students, regardless of their differences, can share the same experience and feel equally acceptable (because only thus will come to accept others). Sharing all embodiments solidarity belong in the classroom and outside. These range from hearing each other, to collaboration and sharing of components, recognizing and defending the rights of others, as well as mutual assistance (Dasen, Perregaux & Rey, 1999).

But how to get from solidarity to autonomy? Bridge is interculturalism. "Autonomy does not mean noisy self assertion. It means the ability to search one's inner sense of his life. Every society depends both on the existence and development of a balance between self-assertion of the individual and collective interest. Achieving this balance leads to increased knowledge of inner freedom and the basis of a sense of identity and self-respect, respect of the other "(Bettelheim cited Liesse, 2000). Autonomy does not mean being dependent on others, nor to be independent and to do without them. Autonomy is therefore the ability to become yourself interacting with others.

Autonomy and interculturalism are closely related. We cannot open other than to the extent that I myself feeling of being a unique individual. Or vice versa, to the extent that can maintain positive relationships with others can live and benevolent sense of my own identity. If we come from different cultures can be enormous wealth. Autonomy enables integration into a multicultural society. intercultural dimension in education is a way that fosters this feeling, of being in everyday an individuality that does not mean anyone and anything. This allows recognition of the other unique internal security and the desire for knowledge fosters understanding and communication.

In this context the role of the teacher is to encourage personal development and at the same time fostering constructive relations group, so building student autonomy. This is an ideal difficult to achieve given that teacher training from an intercultural perspective is lacking. Teachers involved in intercultural education should be alert to the following duties:

- to ensure democratic management class or school to allow everyone to express themselves, to debate, to take account of another, to assume responsibilities.
- give successively each student the chance to experience different roles, including the animator or leader, to take note of various forms of leadership to perceive and analyze power relations in the group, institution or society, to detect abuses and to take note of them.

-oversee quality interactions between students, the participation of students in interactions depend on the prestige that it had in the group; Their reputation depends on the socio-economic, ethnic, language, physical skills, academic achievement. Organizing a cooperative learning education to attract the best country safe exercise prestige and would reduce inequalities imposed in school.

-to master the phenomena of violence; young people tend authority should be treated with understanding and faced with different circumstances to collaborate with those who exercise by hatred and violence.

-to ensure openness to the outside group and foster an attitude of members of other groups, near and far (Cucos, 2000).

In conclusion we can say that the formation of intercultural perspective student autonomy through education is respect for others. Autonomy means to think and act in itself, given the existence of others permanent. Only by showing solidarity autonomy can be reached, the only way forward for people to stop fighting among themselves, never to humiliate, not to have the desire dominance over each other.

Construction of an individual's autonomy is not an easy matter, especially if it has to happen at school. "One of the biggest problems of education is to reconcile as a legitimate form, subjecting the opportunity to serve liberty. For coercion it is necessary. But how to be cultivated freedom by coercion? "Wondered pedagogy Kant treaty. This is the paradox that formal education in any school practice: building student autonomy, under obedience to school authority, which in turn is subject to the rules of society.

In these circumstances an important role rests with the teacher. Beyond the technical and scientific specialization, he has the responsibility to exercise authority so as to contribute to increasing the autonomy of the student. His work becomes more difficult as students get older. When they finally reach the teenage years the teacher has the opportunity to demonstrate their skills in exercising authority in the sense of building autonomy to his students.

#### **4. CONSTRUCTION OF STUDENT AUTONOMY – ONE OF THE TEACHER'S RESPONSIBILITIES**

School class is not only the place where, in an academic ritual, treating a subject in the curriculum. This space while learning a life lesson. Class is a social system which brings together different groups (teachers, students, parents) whose members depend on each other, subject to the mutual influence movements that determine the functional balance of the group. Each group requires its members to different forms of behavior.

Teachers constitute a category clearly distinguishable from other professions. Any time the teacher is fully involved in a specific situation educational space. In the role of mediation that exercised, the teacher is not neutral since it is involved in the situation with everything that says what he thinks, does, his whole personality. After tone he adopts gaze thrown gesture sketched, his message has a specific value for all pupils and has particular resonance for some of them (Marcus et al., 1999).

A discussion on student autonomy cannot disregard the pedagogical relationship, teacher-student interaction is established within a school class.

## 5. TEACHER AUTHORITY AND STUDENT AUTONOMY

As noted previously, the authority is one of the criteria that is considered the status of the teacher. The term etymologically derives authority from the latin word "authorities" which means prestige enjoyed by someone (in this case, the teacher) specialist through his knowledge and his qualities as a man.

Traditionally teachers had considerable power in the classroom, but in time, this power has been diminished by law. Yet they continue to largely retain authority in dealing with students, under the overall authority of habit, that teacher is traditionally expert knowledge and control on grades and promotion holder students.

At first glance, the terms of authority and autonomy seem mutually exclusive. To what extent can one say about an authoritarian teacher that stimulates building student autonomy? Or manifestation of student autonomy is possible only when the teacher's authority? What are the indicators that teacher's authority and autonomy are forms of expression of students? These are just some of the natural questions that arise in addressing this issue. As one author observed, "authoritarian tradition is so entrenched that we fail to think about the autonomy of students than as a teacher which requires passivity. In reality the autonomy of student claims that the teacher be very active in its task, to provide stimulation, favorable opportunities, suggestions optimal and adequate support "(Bartolomes cited in Păun, 1991).

In the educational environment required an authority exercising rational and functional.

They were identified properties that has the teacher:

- nobody is itself an authority in a particular field;
- in the same field of knowledge, authority is asymmetrical in the sense that one knows more than another;
- there is no absolute authority, by it being understood that a teacher can not hold authority in all areas;

Authority may be established or unreasonable (Bachenski cited in Calin , 1996).

The student-teacher ratio, teacher appears and acts as representative of authority whose mission is to bring the internal structure of the student's personality and behavior standards prescribed as close to the capital, action involves, inevitably, and a hint of coercion, the form of exercise but should be as veiled. In turn, the student enter into this relationship to clearly show to obey the teacher, to submit a volunteer effort supported to learn and to demonstrate a minimum level acceptable preparations. The teacher is an authority to his students when they finally accept what they are told as true and take decisions that produce changes in student behavior. There are cases where students do not recognize the authority of the teacher for various reasons.

In the "Treaty" pedagogy Kant refers to autonomy in education-authority report as "subjecting freedom", subjecting the student appearing in response to the (coercion) in adults. Thus subjecting education can be positive - meaning that he must do what he prescribed, because there can be through it yourself and because there still in it tend imitation or negative - meaning that he must do what others want if want to turn them to do what he likes. In the first case it is exposed to be punished in the second not get what he wants. "For coercion it is necessary. But how to be cultivated freedom by coercion? I must learn that freedom allows the student to be subject to constraints and at the same time to learn to use themselves as good dancers. Without this it would not be in him than pure mechanism: uneducated man knows to serve liberty. It is necessary that he felt early opposition to unavoidable society to learn how hard it is to take care of himself, to endure the lack of independent and acquire freedom "(Kant, 1992). To support his

point, the German philosopher proposes a set of rules that should be followed to ensure that students acquire one freedom:

The child should be left free even from his first childhood at all times (except when that might hurt), but provided no other place he one obstacle freedom;

We must show that we can not achieve its goals only if to let others to achieve theirs;

We need to learn that is required in order to teach coercion to make use of his own freedom, that it can grow to manifest freely, do without the help of others. This latter rule is hitting children the spirit later; they do not realize until very late that will have to support themselves in the future.

Granting full freedom of expression and education of children in order to use your this freedom is found in Rousseau's pedagogical concept, beyond its theoretical value, the problem of the practical effectiveness of this method. To what extent granting total autonomy from infancy will help the individual to properly use this autonomy in adulthood? The idea needs to be stressed is that autonomy can not be reached without prior submission to authority rules. In other words the student can not reach a position to acquire and properly use autonomy if not subject to the rules previously represented teacher authority.

J.M. Bachenski identifies two types of authority:

- a. - epistemic authority of the teacher is a specialist in the field of knowledge of those who know better and more than a fellow student or the student than the chair
- b. - deontic authority is exercised by the teacher who leads educational, student who give directions and explain their necessity (Bachenski cited in Calin 1996). In the educational process the teacher carries both types of authority, but to varying degrees and in different situations. It is the responsibility of deciding how they will use the authority he holds in building student autonomy. If the teacher is not sufficiently well prepared in terms of educational, scientific or psychological to exercise authority for the purposes stated, the relationship teacher can turn some students disturbing factor of their personality, leading to maladjustment school school dropout serious psychological crisis.

I.G. Stanciu, in the article already cited in pedagogy magazine, no. 1/1991 on the need for the authority notes that the pedagogical relationship from birth child is neither good nor bad, depends on the quality of educational and environmental influences whether they will take direction instincts and his testimony will be positive or negative native . Some of those provisions and instincts required to be defeated, other stimulants in some cases it requires the presence of an authority to support and lead the process of building experience and inhibiting unwanted social impulses in other cases the child feels the need to free its manifestations. The increase more, the need for freedom is stronger. Such authority accepted the student and allows its emergence and increasing autonomy stems from the prestige of the teacher. Unbearable or even unbearable is the authority abusive, arbitrary, wants resolved to subordinate, to assert power. Such authority raises dissatisfaction, even revolt.

A genuine authority is based mainly on three qualities of educators:

-professional competence (how much knows how to "transmit" science)

-goodwill (quality of needs to meet the child, he wants to feel that his teacher to support them becoming)

-objectivity in assessing the results of the whole school and the student's behavior.

If such an authority educator draws its student esteem and even love. Only such an authority - based on a genuine prestige in his teacher gives the student confidence, stimulate communication between them and responsiveness girl of the latter values and proposes to assimilation. In these

conditions occur often students of any age tend to take your prized as a model teacher "(Stanciu, 1991, p. 54).

The relationship with such a teacher opens the doors of autonomous manifestations of a school activity conducted into efficiency.

Only one teacher appreciated, loved by his students can be expected from them in an activity thorough, serious. Students do not like teachers who do not show seriousness in the profession who can not approach them with gentleness and diplomacy, seeking at all costs to become resented by students.

In summary, it can be said that the forms of expression and intensity of student demonstrations of autonomy are clearly and significantly dependent on how authority is exercised teachers.

## **6. CONSTRUCTION OF STUDENT AUTONOMY THROUGH THE SYSTEM OF REWARDS AND PUNISHMENTS**

Dafinoiu (1999) in the section devoted to change behavior through rewards and punishment system uses the term "reward". In our case we prefer the term "reward" which seems more suitable to be used in the teaching, both in terms of the teacher and the student. The teacher gives and receives rewards student rather than reinforcements.

The theoretical basis of behavior change through rewards and punishment system is the mechanism of operant conditioning. It has been shown that if a certain behavior is consistently followed by a reward, the behavior is more likely to occur again. The rewards, whether positive or negative, refers to situations where behavior increases in frequency and intensity.

Punishment describes when the performance decreases in frequency and intensity, either because it is followed by an aversive behavior, either because it is followed by a reward.

Other research highlighted the importance of when rewards and punishments are provided. For example, if an individual engages in unwanted conduct of socially, but that brings little immediate reward and a larger subsequent punishment, reward is sufficient to maintain behavior. Similarly, an immediate penalty and a penalty later than big reward is sufficient to maintain behavior. Similarly, a small immediate punishment can lead to the abandonment of certain conduct, even if subsequent reward is great. The conclusion here is that separates, learn best behavior while nearest reward or punishment.

Addressing these principles a pedagogical perspective, it was a series of considerations:

*Knowing the results.* If immediate results are communicated to students, these are factors in securing rewarding successful conduct.

*Set objectives.* Given the importance of the moment idea of granting rewards, is very useful setting of intermediate targets, clear and precise in order to achieve an objective while being removed. Interim evaluations in relation to these objectives will reinforce appropriate student behavior. In setting these targets will take into account the age peculiarities of students.

*The usefulness of rewards and punishments.* By internalizing lead to positive motivation reward and punishment - the negative motivation. Motivate students differentiated reward and punishment, psychological and pedagogical practice research highlighting the increased importance of reward (Dafinoiu, 1999).

In terms of building student autonomy through the system of rewards and punishments, it is very important that the teacher knows the manifestations of autonomy and reward them. Also, the teacher should set as its objective the construction of practice student autonomy (long term goal) and act so that it can be achieved. Depending on the age and psychological particularities of the

pupils will be set intermediate targets to be met by students will be immediately rewarded by the teacher. At the same time the teacher is required to recognize the manifestations of lack of autonomy and to punish in order to reduce their frequency and intensity.

## 7. THE EFFECTS OF TEACHER EXPECTATIONS ON STUDENT AUTONOMY

The experiment results achieved in the 7<sup>th</sup> century and the last century Kosenthal Jacobson remained some of the most surprising and controversial in the history of pedagogical research. They suggest that teachers expect students to a high level of performance achieved this level, even if there is a real basis for those expectations.

Teacher expectations are that we make inferences about the behavior of a teacher or future acquisition of Elvia's academic future on the basis of what he knows about them. These expectations affect student achievement because the teacher takes into account only certain answers, those that conform to its expectations. Expectations is undoubtedly an important part of school life, their sources are varied: social class from which the pupil, race, gender, information from previous teachers, test results, information about the student's family. These expectations may be communicated by quantity and / or quality of interaction teacher - pupil, including the use of rewards and punishments to guide student success.

Research conducted so far have shown that most often refers to the teacher's expectations socioeconomic status or race students and less sex. It was also demonstrated that the teacher treat students differently based on the experiences you have. Students perceive these differences affect their self-confidence, motivation to learn, desire for success ( Ryan & Cooper, 1988). International Encyclopedia of Education (The International Encyclopedia of Education) lists the types of behaviors that indicate different treatment which it applies to teachers, pupils "weak" compared to the "good":

- less time waiting the response from the students 'weak';He prefers to answer himself or appoint someone else than to try to improve students' responses "weak" giving them clues, repeating or rephrasing the question;
- students often critical failures 'weak';
- neglects to provide feed - back into public students 'weak';
- pay less attention to "the weak" and interact less with them;
- rarely asks them to answer or address only easy questions that do not require analytical capacity;

It sits in the last row (as far away from it);

- require less (teaching the less, accept incomplete or even incorrect answers);
  - shows less friendly "weak" including the fact that he smiles less;
  - when asked by weak students gives short answers, containing little information;
- supports their ideas and rarely used.

These differentiated forms of behavior from teachers towards weak students to be accepted in view of some comments, but:

These behaviors not seen in all classrooms. there are teachers who develop matching expectations girl most of their students.

Some of these differences may be due to more students than teachers. For example, if weak students do not volunteer to answer (do not raise your hand) he can not be accused teacher has not given the opportunity to state.

Some forms of differential treatment is necessary and individual work rather expression than negative projection of teacher expectations. This applies especially for weak students in small classes that require special content structure and to closely follow their work more than other colleagues (Husen, Neville & Postlethwaite, 1995).

Expectations about the effects of teachers on students, Brophy and Good suggest the following model of self-fulfilling prophecies that (the prophets understood teachers' expectations of students):

Since the beginning of the school year teacher form their different expectations regarding behavior and the acquisition of pupils. In line with these expectations, the teacher treats students differently.

By its behavior the teacher suggests students how to behave in class and how to perform academic tasks.

If the teacher insists his behavior and the student resistance, then it will change its self-image, motivation for learning, level of aspiration, interactions with teacher.

These changes will strengthen teacher expectations, so students will respect them more than they did previously

Eventually this process will influence student achievement. Students who are expected to demonstrate much more, but they expect students may not reaușească least as much as would have succeeded if it had been treated differently (Brophy cited in Good & Postlethwaite, 1995).

In literature "everyday" (other than what education) teacher experiences the effects were often exaggerated. almost threw a magical light on them. There is no doubt that teacher expectations and student performance shapes behavior, but within certain limits. Accordingly optimism pedagogical institute as a prerequisite for success. The differentiated approach to lead students to the awareness and use of resources available to them and not to "constriction" of their personality through the internalization of negative global labels (Dafinoiu, 1999, p. 68).

In connection with this aspect (internalization of negative global labels) demonstrated that passive attitude of the teacher determines passivity low performing students (Good cited Husen & Postlethwaite, 1995). Passivity is manifested by the teacher to give students little chance "weak" to participate in discussions front, the less time waiting for responses from them and give them significant rewards for correct answers. Passivity students, which is determined by the teacher, materialized by refusing to voluntarily participate in class activities or refusing to answer questions when asked. By adopting this attitude (passivity) they are more likely to avoid or reduce criticism of the teacher. More intensity increases while this attitude.

To demonstrate the previously mentioned Worthy of mention are the results of enjoyment conducted in 1990 among students in grades II , IV and VI unto him. It was observed low-performing students in sixth grade he had the greatest need receive help teachers, but most pronounced retention of the request. This ambivalence pupils (they need help, but do not dare to say) worsens in adolescence, they become concerned about how they are perceived by colleagues, but the benefits and costs to seek help).

If the teacher develop positive expectations, the student exhibits a high degree of autonomy. You can not overlook that the degree of autonomy may influence school performance. accepting the idea that the teacher manifest positive expectations towards the students 'good', with high school performance, then their degree of autonomy might be higher than that of students with poor academic performance.

## 8. CONCLUSION

This gave rise to educational rigor and current guidelines that preclude intervention in the process of becoming an adult child. The supporters of the new education, for example, is at the opposite extreme, arguing that to develop, the child needs complete freedom. Such a conception of the child abandons his own impulses and unanticipated environmental influences. Without going so far to support the idea of autonomy, non-directive pedagogy recommended adult intervention only at the request of the child, otherwise, leaving the latter free to choose their activities.

The concepts mentioned greatly limits or negates the need for intervention in the process of becoming an adult child (in particular, denies or severely limits the need for intervention in the process of becoming student teacher).

In reality, student autonomy does not imply in any case the teacher's absence or passivity. Rather, it claims that the teacher be very active in fulfilling its task of offering incentives, favorable opportunities, suggestions optimal and adequate support (Bartolomes cited in Neacsu, 1991).

Construction of student autonomy is difficult, if not impossible in conditions of a strained relationship teacher - student. Through its privileged position, the teacher can take the initiative to stimulate interaction and student autonomy, contribution can not be neglected in the process of building autonomy teaching communication student. teacher-student dialogue, with or without words, is of paramount importance at all levels in achieving the latter.

The system of rewards and punishments can enhance or diminish the autonomy of the student, if the teacher does not use it effectively.

Contrary to some views expressed, building student autonomy is the responsibility of the teacher. Autonomy does not deny the student teacher's authority as long as the latter is exercised rationally. No one can become autonomous if not previously subjected to an authority that has learned to effectively use that autonomy was granted.

To what extent teachers are aware of the role they have in building student autonomy? How much they contribute to building students' autonomy? What is the degree of autonomy of students coming out of the period of compulsory education? Here are questions still await answers.

## ACKNOWLEDGMENT

Cristina Țîmpău and Olivia Piscică were supported by the strategic grant POSDRU/187/1.5/S/155559 Competitive Multidisciplinary doctoral research at European level (CdocMD) cofinanced by the European Social Found within the Sectorial Operational Human Resources Development 2007-2013.

## REFERENCES

- Călin, M. (1996). *Teoria educației*. București: Editura All.
- Cucoș, C. (2000). *Educația – dimensiuni culturale și interculturale*. Iasi: Editura Polirom.
- Cucoș, C. (2012). *Pedagogie*. Iasi: Editura Polirom.
- Dafinoiu, I. (1999). *Personalitatea elevilor. Temperamentul și caracterul*. Iasi: Editura Polirom.

- Dasen, P., Perregaux, C. & Rey, M. (1999). *Educația interculturală – experiențe, politici, strategii*. Iasi: editura Polirom.
- Davis, J. (n.d.). *The Basics and the Whole Curriculum*, <http://www.devon.gov.uk/des/provdev/tipd/states/cons/jason.htm>.
- Doron, R. & Parot, F. (1999). *Dicționar de psihologie*. Bucuresti: Editura Humanitas.
- Husen, T. & Neville Postlethwaite. (1994). *The International Encyclopedia of Education*, Pergamon.
- Iacob, L. (1999). Repere psihogenetice. Caracterizarea vârstelor școlare” în A. Cosmovici, L. Iacob(coord) – *Psihologie școlară*. Iasi: Editura Polirom.
- Moisin, A. (2001). *Arta educării copiilor și adolescenților în familie și în școală – îndrumător pentru părinți, educatoare, învățători, diriginți și profesori*. Bucuresti: EDP.
- Marcus, S. et al. (1999). *Competența didactică – perspectivă psihologică*. Bucuresti: Editura All.
- Papalia, D .E. & Wendkos-olds, S. (1986). *Numan Development*, Mc Graw-Hill Book Company.
- Păun, E. (1991). *Libertate și autoritate în educație*, în Revista de pedagogie, nr. 1.
- Popescu – Neveanu, P. (1978). *Dicționar de psihologie*.Bucuresti: Editura Albatros.
- Ryan, K. & Cooper, J. M. (1988). *Those Who Can, Tech* – Houghton Nifflin Co., USA – Boston.
- Schaub, H. & Zenke, K. G. (2001). *Dicționar de pedagogie*, Iasi:Editura Polirom, Iași.