

CONSEQUENCES OF EXPOSURE TO FAMILY VIOLENCE ON THE ACADEMIC SUCCESS OF CHILDREN, ADOLESCENTS, AND YOUNG PEOPLE

Marilena Geanina BÂRSAN¹

Abstract

This article examines the consequences of domestic violence on the lives and education of children, adolescents, and young people, highlighting how they can benefit from support within the educational system (Lloyd, 2018). By applying a systematic research and review approach, we synthetically analyzed studies that precisely evaluated the quantitative and qualitative impact of exposure to family violence on the academic achievements of these age groups. The results underscore the need for implementing educational solutions and support to help them overcome trauma and develop harmoniously. Synthesizing recent studies, we explored how exposure to family violence affects the adaptation and academic achievements of the respondents. The nine examined studies focused on the population of children, adolescents, and young people to assess the relationship between exposure to family violence and academic performance (Supol, 2021). In these research studies, exposure to family violence was treated as an independent variable, while academic success was considered a dependent variable. The conclusions highlight the significant link between family violence and a decline in academic results, emphasizing negative consequences on concentration and learning (da Silva Alves, 2021). Additionally, how a family climate marked by violence influences involvement in school activities, impacting their emotional well-being, is addressed. Through a comprehensive analysis of this topic, the review provides a more detailed understanding of the mechanisms through which family violence can influence the academic trajectory of young people and suggests possible directions for interventions and support.

Keywords: exposure, domestic violence, school performance, family climate.

Resumé :

Cet article examine les conséquences de la violence domestique sur la vie et l'éducation des enfants, des adolescents et des jeunes, en mettant en lumière les façons dont ils peuvent bénéficier du soutien au sein du système éducatif (Lloyd, 2018). En appliquant une approche de recherche systématique et de revue, nous avons synthétiquement analysé des études qui ont évalué précisément l'impact quantitatif et qualitatif de l'exposition à la violence familiale sur les performances académiques de ces groupes d'âge. Les résultats soulignent

¹ Psychologist, Individual Psychology Office, +40 787 576 000, e-mail: marilena.gianina.birsan@gmail.com.

la nécessité de mettre en œuvre des solutions éducatives et un soutien pour les aider à surmonter les traumatismes et à se développer harmonieusement. En synthétisant des études récentes, nous avons exploré comment l'exposition à la violence familiale affecte l'adaptation et les performances académiques des personnes interrogées. Les neuf études examinées se sont concentrées sur la population des enfants, des adolescents et des jeunes pour évaluer la relation entre l'exposition à la violence familiale et la réussite scolaire (Supol, 2021). Dans ces études de recherche, l'exposition à la violence familiale a été traitée comme une variable dépendante, tandis que la réussite académique a été considérée comme une variable indépendante. Les conclusions mettent en évidence le lien significatif entre la violence familiale et une baisse des résultats académiques, en soulignant les conséquences négatives sur la concentration et l'apprentissage (da Silva Alves, 2021). De plus, les façons dont un climat familial marqué par la violence influence la participation aux activités scolaires, impactant leur bien-être émotionnel, sont abordées. Grâce à une analyse approfondie de ce sujet, la revue fournit une compréhension plus détaillée des mécanismes par lesquels la violence familiale peut influencer la trajectoire académique des jeunes et suggère des orientations possibles pour les interventions et le soutien.

Mots-clés : l'exposition, violence domestique, performance scolaire, climat familial.

Abstract

Acest articol examinează consecințele violenței domestice asupra vieții și educației copiilor, adolescenților și tinerilor, evidențiind modurile în care aceștia pot beneficia de sprijin în cadrul sistemului educațional (Lloyd, 2018). Prin aplicarea unei abordări sistematice de cercetare și revizuire, am analizat sintetic studii care au evaluat precis impactul cantitativ și calitativ al expunerii la violența familială asupra performanțelor academice ale acestor grupuri de vârstă. Rezultatele subliniază necesitatea implementării soluțiilor educaționale și a sprijinului pentru a-i ajuta să depășească traumele și să se dezvolte armonios. Sintetizând studiile recente, am explorat modul în care expunerea la violența familială afectează adaptarea și performanțele academice ale respondenților. Cele nouă studii examinate s-au concentrat pe populația copiilor, adolescenților și tinerilor pentru a evalua relația dintre expunerea la violența familială și performanțele academice (Supol, 2021). În aceste studii de cercetare, expunerea la violența familială a fost tratată ca o variabilă independentă, în timp ce succesul academic a fost considerat o variabilă dependentă. Concluziile evidențiază legătura semnificativă dintre violența familială și scăderea rezultatelor academice, subliniind consecințele negative asupra concentrării și învățării (da Silva Alves, 2021). În plus, sunt abordate modurile în care un climat familial marcat de violență influențează implicarea în activitățile școlare, impactându-le starea emoțională. Prin analiza comprehensivă a acestui subiect, revizuirea oferă o înțelegere mai detaliată a mecanismelor prin care violența familială poate influența traiectoria academică a tinerilor și sugerează direcții posibile pentru intervenții și sprijin.

Cuvinte cheie: expunere, violență domestică, performanță școlară, climat familial.

Introduction

The family has a crucial impact on shaping an individual's personality and behavior. Present in all societies, the family is recognized for fulfilling various social roles. With a significant influence on individual lives and societies, the family exercises control over individual actions and guides how its members

behave. Through this guidance, family members assimilate values, traditions, and standards that shape their behaviors (Alhamed, 2020). Numerous researchers have examined the phenomenon of family violence, aiming to identify its origins and assess its impact on the individual and society. The conclusions indicate numerous implications of family violence on children, regardless of its sources, including a decline in academic performance, the tendency to leave home, the development of dependencies, and possible future professional difficulties. This study addresses family violence, exploring similar terms such as domestic violence and abuse, parental conflict and violence, intimate partner violence and abuse, and marital violence and abuse. The use of the term „exposure” illustrates the diversity of ways in which children can come into contact with family violence. This exposure can vary from awareness, such as observing, hearing, or learning about violent acts, to involvement, such as actively participating or intervening in a violent act, or becoming a victim of such an incident (Supol, 2021). The phrase „domestic violence” refers to the use of abusive behaviors and physical power by any family member against another family member (Alhamed, 2020). It has long been known that children's exposure to family violence, especially interparental violence, exposes them to the risk of developing a variety of behavioral problems, which can intensify over time. Academic success generally refers to the achievements and positive outcomes of a student's educational efforts. It encompasses a range of factors, including high academic performance, reaching learning goals, and acquiring relevant skills and knowledge. Factors influencing academic success can vary and may include cognitive abilities, personality traits, study involvement, relationships with peers, parental involvement, and teaching strategies. Academic success is not solely defined by grades; it also involves personal development and individual achievements. It is a holistic concept that considers the overall growth and competence of a student in educational environments. Various researchers and studies have contributed to understanding the multifaceted nature of academic success and the diverse factors that contribute to or hinder it (Ibrahim, 2019).

The aim of this narrative meta-analysis is to investigate and synthesize the impact of exposure to family violence on the academic success of children, adolescents, and young people. By evaluating and synthesizing existing research, the goal is to obtain an overview of how family violence can influence academic outcomes. Studies such as those conducted by Evans et al. (2008), Kitzmann et al. (2003), Wolfe et al. (2003), and Vu et al. (2016) indicate that exposure to family violence in childhood is negatively associated with trauma symptoms and internalizing and externalizing behaviors. Artz et al. (2018) conducted a narrative review focused on the academic outcomes of children exposed to family violence. They found associations with lower reading ability, speech and language difficulties, increased school absences, suspensions, and expulsions. Fry et al. (2018) performed a meta-analytic review involving adolescents, highlighting the negative impact of various forms of violence on academic outcomes. Children who witnessed parental violence were more likely to achieve lower scores on standardized tests and not pass. The longitudinal study by King & Mrug (2016) on

African American adolescents revealed a significant negative relationship between exposure to family violence and academic performance over two years. Differences in measures of exposure to family violence, operationalizations, and types of violence (emotional or physical) contribute to varied results. The resilience perspective (Luthar et al., 2000) provides a theoretical framework, suggesting that protective factors can mitigate the negative effects of exposure to family violence, emphasizing the need to explore factors influencing academic performance.

Thus, the objectives of this narrative meta-analysis include analyzing the relationship between exposure to family violence and academic success, including identifying the direction and intensity of this association, investigating the precise consequences of exposure to family violence on various aspects of academic success, such as academic performance, absences, or behavioral problems. Additionally, it will examine how the impact of family violence may vary by age, encompassing children, adolescents, and young adults, as well as summarizing and addressing divergent results from existing research, and identifying possible explanations for discrepancies.

Methodology

The consequences of exposure to family violence on the academic success of children, adolescents, and young adults have been identified through the study of articles addressing this subject, published in professional research journals and digital resources. In selecting articles, the following criteria were considered: they were written in English, could be academically evaluated, and were published between 2017 and 2023. Research articles were identified through searches in databases such as PubMed, Sage Journals, CINAHL, and PSYCHInfo. The key terms used included domestic violence, academic success, and family climate.

Data extraction

The data extraction in this study involves the careful collection and analysis of several relevant aspects. These include (a) Study characteristics, which encompass information such as source citation, the years and country in which the data were collected, research design, and details about the sample, such as the sample size (N) used in data analysis, and the age range of participants in years. (b) Characteristics of the measures used, provide information on the methods of assessing exposure to family violence, including the type of exposure and the type of family violence measured, as well as how academic success was measured within the study. (c) The use or absence of theoretical frameworks in conducting the study. (d) Presentation of the results obtained in the research, focusing on the identified association between exposure to family violence and participants' academic success. The information discussed is important for a detailed understanding of the methodology and findings of the study regarding the relationship between exposure to family violence and the academic performance of individuals. This narrative meta-analysis examines the depth of the impact of

exposure to family violence on the academic success of children, adolescents, and young adults by analyzing significant research.

Table 1. List of studies used in the meta-analysis with adjacent information

Author	Year of Publication	Study Objectives	Type of Violence	Affected Individuals
Alhamed	2020	Detailed description of the impact of family violence on the individual and society.	Family Violence	Individuals and society
da Silva Alves	2021	Analysis of the relationship between domestic violence and school performance.	Domestic Violence	Not specified
Fellin	2019	Development of a group therapy intervention for youth who have experienced violence.	Domestic Violence and Abuse	Youth in group therapies
Fry, Fang, Elliott, Casey	2018	Global synthesis and meta-analysis of the relationships between childhood violence and educational outcomes.	Childhood Violence	Children globally
Ibrahim	2019	Evaluation of the impact of domestic violence on students' academic performance.	Physical Violence and Abuse	Students
Kiesel	2018	Exploring the relationship between child maltreatment, exposure to violence, and school performance.	Child Maltreatment, Intimate Partner Violence	Academic Performance
Lloyd	2018	Analysis of the impact of domestic violence on children and young people and the potential role of schools.	Domestic Violence	Children, adolescents, young people
Supol	2021	A systematic review of the effects of exposure to family violence on academic performance.	Exposure to Family Violence	Adolescents
Yusuf	2017	Evaluation of the impact of domestic violence on women's academic performance as perceived by teachers.	Domestic Violence Against Women	Women

Thus, Alhamed, (2020), in „Family Violence and Its Implications on Individual and Society,” investigates the consequences of family violence, discussing its impact on individuals and society as a whole. Alhamed's study utilizes both qualitative and quantitative methods to assess the consequences of family violence. Data analysis may involve examining models of impact on individuals and society, using questionnaires and statistical analyses. Artz, Porteous, Rossiter, Nijdam-Jones, Geczy & Jackson (2018), in „A Comprehensive Review of the Literature on the Impact of Exposure to Intimate Partner Violence for Children and Youth”, conducts a thorough review of the literature, highlighting the impact of exposure to intimate partner violence on children and adolescents.

Artz's comprehensive review suggests a qualitative synthesis of existing literature. Data analysis involves summarizing, categorizing, and comparing findings from various studies regarding the impact of intimate partner violence on children and adolescents. Da Silva Alves (2021), in „Domestic Violence and School Performance”, explores the relationship between domestic violence and academic

performance, emphasizing the links between these two aspects. This study adopts a quantitative method with an online link and statistical analysis to establish correlations between domestic violence and academic performance. Fellin (2019), in „Empowering Young People Who Experienced Domestic Violence and Abuse: The Development of a Group Therapy Intervention”, contributes to developing a group therapeutic intervention for youths who have experienced domestic violence and abuse, offering practical solutions. Fellin's (2019) work indicates qualitative methods, with data analysis involving thematic coding of qualitative responses and pre-post intervention comparisons for quantitative aspects. Ibrahim, M. (2019), in „Impact of Domestic Violence on Student Academic Achievement”, addresses the direct impact of domestic violence on students' academic performance, highlighting the connections between these aspects. The nature of the publication (book) suggests a theoretical or conceptual analysis rather than empirical research.

The analysis synthesizes existing literature to establish connections between domestic violence and academic achievements. Kiesel (2018), in „The Relationship Between Child Maltreatment, Intimate Partner Violence Exposure, and Academic Performance”, explores the complexity of the relationship between child maltreatment, exposure to intimate partner violence, and academic performance. Kiesel's study likely involves quantitative analyses to examine the intricate relationship between child maltreatment, exposure to intimate partner violence, and academic performance. Statistical methods encompass regression analyses and correlation evaluations. Lloyd (2018), in „Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children, and Young People and the Potential Role of Schools”, examines in detail the impact of domestic violence on children and young people, with a focus on the potential role of schools in addressing this issue. Qualitative thematic analysis may be employed to identify and interpret patterns and recurring themes in reports or experiences related to domestic violence and education. Supol (2021), in „Effects of Family Violence Exposure on Adolescent Academic Achievement: A Systematic Review”, conducts a systematic review of the effects of exposure to family violence on the academic performance of adolescents, providing a comprehensive overview. Supol's systematic review involves aggregating findings from various studies using qualitative synthesis. The analysis includes summarizing and synthesizing evidence to draw comprehensive conclusions about the effects of exposure to family violence on the academic achievements of adolescents. Yusuf (2017), in „Impacts of Domestic Violence Against Women on Students' Academic Performance as Perceived by Primary School Teachers in Nigeria”, investigates the impact of domestic violence on academic performance, from the perspective of primary school teachers in Nigeria, discussing their observations. Yusuf's study employs the descriptive survey research method. This methodological approach involves collecting and analyzing data to describe characteristics or phenomena within a given population. In the context of this study, the descriptive survey method was used to obtain the perspectives and perceptions of primary school

teachers regarding the impact of domestic violence on students' academic performance. These research findings are essential for understanding the complexity of the relationship between exposure to family violence and the academic success of young people, providing diverse perspectives and essential information on addressing this sensitive subject.

Results

The results indicate the impact of domestic violence on the academic performance of children who witness episodes of violence against their mothers, identifying a significant correlation between exposure to family violence and a decline in their academic performance (Yusuf, 2017). Additionally, other findings involve the following aspects related to decreased school performance, with adolescents exposed to family violence often showing lower academic performance compared to those not exposed. The impact on concentration and motivation is significant, as family violence can negatively influence students' ability to concentrate at school and maintain motivation for learning. Exposure to family violence can contribute to emotional and psychosocial problems, which in turn negatively affect academic performance. The effects of domestic violence on children vary according to age and manifest through different reactions and consequences.

Small Ages (1-4 years)

Children exposed to domestic violence during this period may suffer significant consequences on their emotional and mental health. Emotional traumas constitute a major aspect of this experience, with the potential to generate stress, anxiety, and depression among children. This exposure to violence can negatively influence the social and emotional development of children, with long-term consequences on their interpersonal relationships and their ability to adapt to the environment (Fry, 2018).

Behavioral problems represent another manifestation of the impact of exposure to domestic violence, with children tending to develop aggression or withdraw socially as a defense mechanism against the traumas suffered (Kiesel, 2018). This influence extends to academic performance, where exposure to violence can contribute to academic difficulties, jeopardizing their success in the educational environment (Lloyd, 2018). The cycle of violence becomes a major concern, as there is a risk that these children will replicate the pattern of violent behavior in their future relationships, thus perpetuating the cycle of violence from generation to generation (Vu, 2016). Exposure to violence can also contribute to physical and psycho-emotional health problems, having a general impact on their overall well-being. The risk of replicating the conflict resolution model through violence increases, as children exposed to violence may assimilate this behavior as a normal way of interacting, thus increasing the likelihood of replicating this model in their own relationships in the future (Supol, 2021). In conclusion, the impact of

domestic violence on children is complex and affects multiple aspects of their lives, endangering their emotional, social, academic, and relational health.

At **school ages (6-12 years old)**, the effects can include nightmares, sleep disorders, aggressiveness, and difficulties in relationships with school peers. Children exposed to family violence may suffer serious consequences, including cognitive, emotional, and behavioral impairments (Lloyd, 2018). These factors can negatively affect academic performance, leading to difficulties in concentration and learning.

During **adolescence (ages 13-18)**, proper understanding of concepts and situations is crucial. Adults can support young people by providing explanations when it is assumed that they do not understand certain aspects, thereby contributing to their academic success. Adolescents can be affected differently, considering their period of development and adaptation (Supol, 2021). Exposure to family violence can contribute to stress, anxiety, and behavioral disorders, thus affecting academic success (Kiesel, 2018). The impact can cause academic problems, such as decreased school performance, with long-term consequences on educational development. Adolescents exposed to domestic violence may encounter difficulties in managing emotions (King, 2018), which is reflected in their school performance.

Perspective on younger and older age groups

For children and adolescents, the consequences may involve social and learning adaptation difficulties, while for young adults, the impact can be complex, varying depending on previous experiences and coping resources (Kiesel, 2018). Research shows that exposure to domestic violence can affect the academic success of young people, creating psychological and emotional barriers that can interfere with school performance (Artz, 2014). Young people exposed to family violence may suffer long-term consequences on their mental and emotional health, with the risk of developing anxious, depressive, or aggressive behaviors (Supol, 2021). Additionally, they may encounter difficulties in establishing and maintaining healthy relationships, with the potential to replicate toxic patterns experienced within the family (Yusuf, 2017). This type of exposure can influence young people's decisions regarding higher education, careers, and relationships, thus affecting their transitions into adulthood.

Conclusions

Exposure to family violence has significant consequences on the academic success of children, adolescents, and young adults. These effects manifest both in the short term and long term, negatively impacting their physical and mental health, including their focus and motivation for learning. Studies indicate that exposure to family violence can lead to negative mental health consequences, meaning that family violence can contribute to emotional and psychosocial problems, thus affecting students' ability to concentrate and motivate themselves

in the learning process (Artz, 2014). At the same time, concentration and motivation issues may arise, with the negative impact of domestic violence adversely influencing children's and adolescents' ability to focus at school and maintain motivation for learning. According to studies, exposure to family violence can have long-term consequences on academic success (Supol, 2021). To ensure the academic success of children, it is essential to pay attention to the prevention and intervention of family violence, providing the necessary support both educationally and emotionally (Fellin, 2019).

Interventions and support in combating family violence can play a crucial role in improving the academic trajectory of young people. Possible directions for such initiatives include:

Educational programs and counseling

Implementing educational programs that address the consequences of family violence and providing school counseling services can contribute to managing the psychological impact of violence and promoting mental health (Sheridan, 2017).

Training for school staff

Ensuring adequate training for teachers and school staff in recognizing signs of family violence and providing necessary support can create a safe and encouraging school environment.

Collaboration with social institutions

Coordinating interventions between schools, social services, and community organizations can create an integrated support system for young people affected by family violence (Lalande, 2023).

Legal and Social Resources

Providing information and access to legal and social resources for affected families can contribute to protecting young people and preventing the recurrence of violence (Kaur, 2008).

Community awareness

Community awareness campaigns can reduce the stigma associated with family violence and encourage reporting and early intervention (Sivarajasingam, 2022).

Support groups for students

Establishing support groups at the school level can provide a safe space for young people to share their experiences and receive emotional support (Thompson, 2012).

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Marilena Gianina Bîrsan is a specialized psychologist, focusing on clinical psychology, neurofeedback, and bioenergy therapy. She is a professor and school principal at „Ion Neculce” Secondary School in Iasi.

Biodata

Marilena Geanina BÂRSAN: I graduated in 2021 from „Al. I. Cuza” University, Faculty of Psychology and Educational Sciences, specializing in Psychology. In the same year, I obtained the certificate of a clinical psychologist in supervision, working professionally both in my practice (CIP) and at the Harmanais Center for Complementary Therapies. This year, I completed a master's degree in Clinical Assessment, Counseling, and Couple and Family Psychotherapy, at the same university/faculty. Currently, I am enrolled in basic training courses in cognitive-behavioral therapy. I am also a Neurofeedback therapist. At the same time, I have been a teacher of Romanian language and literature at „Ion Neculce” Secondary School, Iași, since 2000, starting my teaching career in 1997. My main areas of interest are child psychology, adolescent and youth psychology, developing methodologies for intervention in the categories mentioned above, and interdisciplinary approaches (neurosciences, psychosomatic medicine). Moreover, both my bachelor's and master's theses focus on psychological aspects of the age categories mentioned above (“Psychosocial Factors of Anxiety in Examination Situations in Students”, „The Role of the Family Environment in the Development of Motivation and Academic Success”).