Managing the Issue of School Deviance

Timeea-Alexandra Simionescu (Savu)
Doctoral School, „Valahia" University of Târgoviște
alexa_timeea@yahoo.com

Abstract

School deviance is a current phenomenon and, unfortunately, of great complexity, a problem that cannot be eradicated and will only disappear through the involvement of the school as a form of institutionalized mass education.

School deviance generally designates the set of behaviors that violate school norms and values.

School deviance occurs as a result of faulty and timely failure of certain events, to which the society has no positive reaction, but only stigmatization of these mistakes and shouted for help.

The purpose of this article is to define the causes of school deviance and identify possible solutions to reduce and even suppress this phenomenon.

Through management at the level of education it is attempted to timely suppress the deficiencies with negative effects on the achievement of the educational objectives.

Apart from the school's involvement in minimizing these behaviors, a special involvement should be made by the family and public institutions.

Key words: Educational management, school organization, school deviance, behavioral disorder.
J.E.L. classification: I21, M12, M54.

1. Introduction

Deviance can be defined as a result of the interaction of the deviant person with those who judge it as deviant behavior in relation to certain rules, social rules, analyzed in terms of the effects it produces, here referring to the reactions that they causes, for example: sarcasm, harsh rebuke, isolation, conviction, denunciation, compulsory treatment, deprivation of liberty, execution, etc. When the act previously considered to be deviant no longer provokes any stigmatization reaction on the part of those around, it means it has ceased to be deviant.

We could define school deviance as representing those abnormal, exaggerated behaviors, against rules, norms, and school values. It can also be characterized as an individual or normal group behavior, but in abnormal conditions.

However the definition we give to this phenomenon, it is a dissonance related to what is considered to be normal within a group, class or school, within the society we are part of. In the literature there are terms such as: indiscipline, school resistance, juvenile delinquency, school inadaptability, behavioral disorder.

2. Theoretical background

Deviance represents "*all behaviors directed against rules of conduct or institutional order*". (Sellin, 1976)

One of the references to school deviance considers that the main cause is emotional instability and personality disorders that make children deviant, non-cooperative with the authorities. Another cause of school deviance in pupils' school experience may be that deviant students reject school because they feel rejected by school. (Moscovici, 1998)

Management in education manifests itself on the human dimension (pupils, teachers, and other staff) using strategies from the most diverse ones, with priority being those of communicative type.

So, from the point of view of the deviant, school deviance is understood as a way to overcome the feelings of humiliation determined by school failure as a way to react against teachers, teachers whom these students consider to be indifferent to their protest. It may happen that teachers have a part to blame and to be responsible for deviant acts when they often, without any particular intention, label students as turbulent, inappropriate, different, and always treating them with suspicion, can cause them to conform to those expectations and follow that direction.

3. Research methodology

In an attempt to explain and understand the phenomenon of school deviance and its implication on society and the identification of the most effective methods of combating, I started from the question: "Why do children violate school norms and values?" There can be multiple answers, of the most varied, but we should all look for solutions as well as identify the causes that lead to such behavior.

The research is a deductive one and starts from the generalities related to the stigmatization of the deviant behavior and will be reduced to the field of analysis of the educational field, finalizing with the importance of knowing the causes of the school deviance and finding the best strategies for combating by implication in solving of these major issues of all individuals and institutions.

4. Findings

Various studies have shown the incidence of a link between child misbehavior and low levels of family cohesion. In families where cohesion is reduced, the partners of the couple have a particular interest in personal needs and aspirations, spending most of the time outside of family space and very rarely participating in family activities, which is why many times these encounters are often conflicts, the family being at the center of tensions. In this context, children may have emotional and behavioral difficulties, not knowing how to handle the conflict. That's why it is very important for a minor, student, adolescent to establish and develop a relationship of unconditional acceptance with his mother or another person in the family, trying to establish a relationship of trust with an adult; the failure of such attempts will restore and reinforce the child's loneliness, loss and mistrust.

The fraternal relationship establishes interpersonal relations between children who grow up in the same family, having an important role in establishing and forming relationships and attitudes, gestures, behaviors that will later be beneficial and useful in integrating into the family, school, and social environment. Relationship between siblings according to the values, attitudes and behavior of parents can lead to feelings of affection, attachment and mutual trust between them, but it can also generate conflict, rivalry, jealousy, even hate.

The level of education and the socioprofessional status of parents have a great influence on family education. In the interactions of family members, a social group with different problems and visions, as well as influences from the outside, understood and managed by family members according to their cultural and educational level, are presented on a smaller scale. (Cristea, 1996)

Of great importance in keeping distant behaviors at a distance is the way parents value the school institution and implicitly school education, allocating all necessary resources, time, energy, money to maintain good relationships with the school and gaining the most important benefit, a pleasant personality of their child and implicitly a chosen education and a promising future. Therefore, the lack of time must not be an excuse for not having a good relationship with the school, but rather their attitude towards the child, school, educational system, etc.

Often parents with a high level of education communicate fairly easily with school representatives, understanding how important the school is in the harmonious development of their child. Therefore, a continuous and functional relationship between the student's family and the school, based on effective communication and mutual appreciation, is an element of stopping school deviance. (Mihalcea, 2000)

We have shown so far that, depending on the specificity of primary socialization, children go into unequal school in terms of culture and school exigency. From the moment the child enters the school environment, the etiology of school deviance increases as a result of the factors related to the school institution and its functioning, the educational process and the socialization process inside the school.

School deviance includes a multitude of different behaviors in terms of the severity of facts, manifestations, intensity, and trigger factors. Among these we can list: school run, copying, absenteeism, school dropout, vandalism, violent behavior, addiction, and suicide. (Neamtu, 2003)

Absenteeism, school abandonment, drug addiction and suicide are directed at one's own person, being escapist behaviors, disguised defenses, while vandalism and violent conduct are open defenses and are directed toward those they come into contact with, directing these violent behaviors to others as a result of inability to manage personal problems, of one's own life.

Generally, children and adolescents are indisciplined because they want to gain the attention of the adult, get bored, feel unjust, have no confidence in others, feel frustrated or rejected, want to control others, are afraid, have neurological or emotional disorders, etc. Hours are noisy, hindering good classroom performance, doing everything to attract attention to them.

Juvenile delinquency is a non-conforming behavior of young people that violates the legal norm in force, for example: theft, affiliation to a group or band (various anti-social activities), violence against others in order to obtain material advantage and violation state laws.

School resilience consists in non-acceptance of rules, values, school culture, because students consider them to be incompatible with the world they live in, feeling constrained or wronged. School is perceived as a constraint, and students react in the only way they can, disturb normal class activity, absent, etc.

Copying is specific to students with average or above average results, so generally not the weaker ones in learning, and it appears from the student's desire to acquire their knowledge without going through the study or only partially. The reasons are the most diverse: the students are not sure that they have correctly understood and assimilated the required knowledge, the pupils consider that the maximum mark can only be obtained if they reproduce word by word the information received, thus with maximum marks remaining in the hierarchy of the pupil class to which it belongs , or by the fear of parents who ask the child to be good at all and obliges him to have the highest marks in all subjects of education.

Run away from home or school: it is a serious, risky, highly victimized behavior. Children running away from home live shock because their hopes of adventure and freedom are contradicted when they hit the hard reality. They can survive in improper places, being involved in theft of food, prostitution, drug use, etc.

School absentiams appear more in urban and poor families. When children begin to miss systematically from school, this is a late signal of problems and urgent action needs to be taken.

School vandalism represents acts of violence directed toward objects, objects within the school unit, as students who commit such acts have low self-esteem, reduced tolerance to frustration and low levels of self-control. Vandalism is manifested in school when the student feels unreasonable, wants to revenge or protest against the authorities and school rules.

School abandonment is leaving the education system, not attending classes before the end of the cycle of studies started. Causality is determined by both economic, religious, socio-cultural, psychological and pedagogical factors as a result of the fact that the respective pupils can not adapt and integrate in the classroom context, have mediocre results, come from families facing serious economic problems, unable to set up professional goals, are very stressed by hard work, are not involved in any school, non-formal or formal activity.

Violence in school is the most common form of school deviance and manifests itself in various forms: nicknaming, teasing, ironing, shaking, pushing, hitting, refusing to give help, injuring.
Toxicomania is the state of intoxication caused by the consumption of psychoactive, ethnobotanic, drugic substances that occur due to the fact that some children integrate into some inappropriate groups, out of curiosity or because they present a form of unknown risk that adolescents want to test. Often curiosity turns, unfortunately into addiction. Suicide is the worst form of deviance and is mainly due to the lack of attachment from parents. As possible causes, we identify:

- the death of one of the parents;
- poor communication with the family for a long time, followed by the inability to overcome the stress caused by the situation created;
- acute stress: parental divorce, exam periods, evaluation, etc.

As previously demonstrated, the family environment with its characteristic and defining elements may be the origin of school pupil behavioral deviations. As a consequence, any prevention measure has to start from a common action of the school and the family, the interest being the diminishing of these phenomena of school deviance of the pupils.

They must also join the community, because more stringent supervision measures for students with deviant behavior and more severe punishments against those who violate regulations within the school will not have the expected effectiveness without other measures of limiting and suppressing deviance taken at community level. (Ciofu, 1989)

In order to achieve a lasting effect from the perspective of addressing school deviance, the influence should come from society to school, aiming at identifying the best strategies to prevent deviance in general and to reduce school deviance in particular. To achieve this goal, a first step in this global prevention strategy could be to increase living standards for all members of the community.

Consequently, many of the school deviance manifestations cannot be diminished unless incipient measures are taken from family, group, community and even society-wide. In addition, greater collaboration between school, family and community will increase the effectiveness of mitigation measures adopted both in and outside school. (Nicola, 2003)

5. Conclusions

Prior to school, I think family involvement has a decisive role. Parents have to understand their children and accept them with qualities and defects, and especially to support and guide them in life. If at home they are criticized, they are stigmatized at school, and by the groups they belong to or not, they are isolated or mocked, then they will also try to defend themselves, having a hostile attitude towards others and not complying with the rules of the class pupils, group, school, family, etc.

Unconditional love for one's own child and an attempt not to constrain it is the key aspect in the harmonious formation and development of a child with a balanced and strong personality, and this increases the child's self-esteem. Family involvement includes all the components that characterize the individual, the acceptance with good and bad, the attempt to understand the aspects, behaviors and reactions appreciated as correct or less correct by the family but still accepted.

As a result of the analysis, it was found that the main cause of most children with emotional disturbances and behavioral deviance is the fact that these children received from parents only conditional acceptance in which adults clearly expressed the rejection of certain aspects of their personality. These aspects of personality that were not accepted can later be denied by the child, designed by the person on other people or expressed in unacceptable ways.

The mother has a major role, she can make her child's unconditional acceptance and teach him to tolerate and accept his own frustration, hostility or negative aspects of his own personality, guide him so that he is able to manage his own life.

If you cannot support the mother, the child, especially the teenager - age being a favored element, will try to establish a relationship of trust with another adult. If this fails, disappointment will be even greater and implicitly a sense of disbelief in one's own forces, but also in others generating anti-social behaviors.

Family and school need to share common ground; find effective ways to communicate with the child, set strategies, and define educational and development priorities appropriate to the child's abilities and skills, always following just the interest of the child. They need to join the community through actions to design and adopt global strategies to prevent deviant behaviors.

6. References

- Ciofu, C., 1989. *Parent-Child Interaction*, Bucharest: Scientific and Encyclopaedic Publishing House;
- Cristea, S., 1996. *General Pedagogy. Management of Education*, Bucharest: Didactics and Pedagogical Publishing House;
- Mihalcea, E., Andronicescu, A., 2000. *Management, Fundamentals, Interferences, Case Studies, Solutions*, Bucharest: Economic Publishing House;
- Moscovici, S., 1998. *Social Psychology of Relationships with the Other*, Iași: Polirom Publishing House;
- Neamtu, C., 2003. *School deviance*, Iasi: Polirom Publishing House;
- Nicola, I., 2003. *School Pedagogy Treaty*, Bucharest: Aramis Publishing House;
- Sellin, T., Dragomirescu, V.T., 1976. *Psychology of Deviant Behavior*, Bucharest: Scientific and Encyclopaedic Publishing House.