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THE IDENTIFICATION OF THE COMPONENTS OF SCHOOL INADAPTABILITY

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***Abstract:** Perceiving school as a simple object, as being "inanimate", by the educational message and its capacity of love for learning and knowing the world, will have in time more or less visible repercussions in individuals' personal development, which only attended school, or which really knew, as the majority, "to drink from the spring of knowledge".*

Under such spiritual connotations, more or less metaphorical, we try to: understand, be aware of, accept, but also identify those elements which determine at a certain point the induction of school maladjustment. Tracking down in/at time of school maladjustment components, will release a new attitudinal behavior from the two actors (the pupil and the teacher) determining personalized logistic practice, decoding school evolution under all its aspects, receiving quality and efficiency.

The child is a being and not an object in what he deontologically represents, the moment when the evaluation starts but also the growth and development of the one who, through his entire universe, is "everlasting youth". He is the light in the darkness of life, and his smile sends sadness away. Also, he starts learning how to write, read and count, when we are able to bring school close to him.

That is why perceiving school like an inanimate object not able to convey love for learning will eventually have more or less visible effects in the development (as an individual) of the one **that only pursued the courses of that institution, or really knew "to drink from the spring of knowledge"**.

Starting with such metaphors, we shall try to understand, be aware, accept but also identify the elements that, at a certain point, determine the occurrence of school inadaptability.

The one that we shall deal with is the child between 6-7 years old – the big pre-school child and 10-11 years old the last step

of the small school child, that is the check out, in such a form of the **thresholds** – pre-school (preparing group), small school child (Ist grade) and small school child (IVth grade), middle school child (Vth grade) that can determine, wherever they find "ground for that" attitude-behavioral mutations of the respective child, making us aware of the base for **school inadaptability**.

In a certain context, making the profile of the **big school child**, Schiopu U. and Verza E. (1981), remarked what is very important for us in this case, namely the fact that:

"He seldom takes into account the others' ideas and sees things his way, having the impression that this is reality and that things only exist according to himself. Further on, the moral rules come from the authority, the child has respect for the adult and does not contest the authority of his parents. He arrives to the point where he accepts both the compulsions and the interdictions and punishments, even if he does not see a link between mistake and sanction."

Also linked to the same period previously dealt with, Gesell (according to Pasca M.D. – 2006) – **the seven years old child** is in the period of assimilating new experiences, concentrates on his own person, carefully listens to what he is told, does not accept to be interrupted from his “meditations”, is open in his relationships with the other ones.

At this, the small child comes into direct contact with the structural elements that compose: the rule, the implication, the awareness raising, the learning act (including the homework), the class community as well as the capacity to perceive **time** in its didactic form: class – pause – school day – school week – holiday – school year, being a few of his attitude-behavioral connotations towards what school and the entire educational act really mean and represent.

As a completion to the picture of knowledge, Erikson E.N. says about **middle childhood** (activity-inferiority) that it is the age covering ontogenesis between 6-11, being marked by the beginning of the school process, respectively by a crucial event for the destiny of the individual. Now the fruits of the school activity become determinant in the sense that a series of failures give him complexes, and successes will develop in him not only the taste for this activity, but also a competitive emulative spirit.

Gesell (according to Pasca M.D. – 2006) completes the previous observations, emphasizing that when **10 years old** the child becomes relatively balanced, well adapted to external requirements, calm, sure, lacking stress and tension, impressions through the clear understanding of what he has to do, manifest coherence, stability, continuity and perseverance in the achievement of goals.

And then, after this cognoscible identity, at what moment can we talk about school inadaptability. Certainly, the moment when the child we deal with faces a **problem** that he cannot handle. In this context, because it is easier for him to just sit and wait, the **pupil** behaves like he “cannot” and “does not know how” to do things, and he lets the unknown things gather. Thus, we can identify a **first component** of school inadaptability, that of

non-involvement, that’s why we, as didactic staff members, must make time **to listen him**, because **he too has the right to have an opinion**.

In this context, the teacher should make appeal to the six rules, not forgetting that both parts (he and the child) are implied in the problem solving process: Faber A. , Mazlish E. (2002):

- 1 – try to find out which are the child’s feelings and necessities
- 2 – resume the child’s point of view
- 3 – express your feelings and necessities
- 4 – invite the child to analyze the situation together with you
- 5 – note all the ideas without evaluating them
- 6 – together, decide which ideas you like, which ones you don’t like and how you plan to put them into practice

The existence of duality makes more accessible the periods that are constituted by some as being a **threshold**, that represents a difficulty in “passing over” it. At this moment we should raise awareness of the fact that it is **not the parents** that attend the first or the fifth grade, but **their child**, and **he** has to positively relate to the teacher, **not** the mother or father. Even if at first sight this does not seem to represent something, it may also be a **new component** of school inadaptability, because, aware or not, the pupils’ very parents artificially create the threshold and the problem.

The entire specialized literature stipulates in different forms and conditions how much the small school child is influenced in his harmonious development by: heredity, environment and education.

From this well known triad we will further on make reference to the **family** segment alone as main factor in the occurrence of **affective carencies** that set into motion **other components** of school inadaptability, “accounting” the fact that “he, the child, is a being and not an object”.

It is the moment when, from a psycholinguistic point of view, upon the child become pupil (6/7-10/11 years) there are words that trouble him, even making him lose: his identity, stability, safety, but most of all



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belonging, because we talk about: **divorce** and **emigration**. From our point of view, these situations represent real **parental deficiencies**.

Thus, in the case of **divorce**, the child does not know whom he belongs to, who wants him, how to behave, whom to listen to, gradually developing **conducts of behavioral risk** and they **find their peace** only when they compare to another group of class mates that live the same drama, like him. They most frequently ask questions like:

- Your parents are in the process of divorce as well?
- Which one do you live with?
- Who do you like more?
- Where do you go on week-ends?
- Do people frequently ask you about your parents?

Rhetorically, we can ask: is this state not **another component** of school inadaptability? Certainly **yes**, when the phenomenon of school inadaptability does not only resume to the value of qualifications and school graduation, in fact, the implications being much deeper, and in some cases we can have psychical trauma.

The other words: **left abroad (emigration)**, already subtitled as "Euro kids", quoting the period of children "with the key at their neck", have a special degree of drama, often driving them to the brim of despair, and they get to run away from home, be irritated, independent and even, in special situations, commit suicide, because in their perception, **money is not a substitute for parents** (mother and/or father). They rather see this as an excuse for irresponsibility.

Such a child primarily wants to:

- Be loved
- Be taken care of inside the family
- Have his own identity and uniqueness recognized

In the opposite case, **the money civilization** puts its fingerprint **through**:

- Personality disorders (mental illnesses, affective carencies, low self esteem and image)
- Behavioral disorders that gradually forerun the phenomenon of juvenile crime (disobedience, running away from home or school, theft, robbery, murder attempt)
- Differences in the elements of socializing and community integration
- The signs of a precocious maturity at the level of life concepts
- The feeling of loneliness, uselessness and responsibility
- Elements which lead to the depersonalizing of the family institution
- Physical and emotional abuse from the reference groups (gang, religious sects, etc)

The situation, if we could represent it this way, has the connotation of a seismic wave (earthquake) that determines behavioral changes at the child development level, endangering even his situation of normality, the school representing in this issue only a "passing activity" as inadaptability, particularly the social one, has already been set into motion.

Would it be a solution to take the child abroad for the reunion of the family? What shall we do about the language or behavior handicap? Is this the best solution? We do not aim to enter the social-economic field, but the system structures have effects that, in time, will prove to be unmeasurable. Why? Very easy. The child in question does not need a parent supplement, or canteen food. **He needs** love, family, stability and belonging to the community's moral values. It is thus hard for a parent to get through this when his own child is his judge.

Besides the things mentioned so far, a special place as a **component** of school inadaptability is held by the **hyperactive child** who, through his specific conduct, loses the rhythm and educational logistics from the class time, and towards the end of the year becomes a problem child/pupil. It is necessary to act upon this problem in three directions, namely:

a) Inside an with the **family** for:

- The analysis of the problematic situation occurred
- The diminishing of negative experiences in the parent – child relation
- The influence of behavioral problems in a negative way

b) In **school**:

- Talks with the didactic staff (teacher)
- Fighting behavioral problems through cooperation with the didactic staff member in question
- Getting rid of causes that lead to low school performances

c) With the **child**:

- Training of attention focus
- Application of specific therapies to the psychological diagnosis undergone
- Training of social competencies

Taking into account the ones mentioned above, the teacher must know that the small hyperactive pupil has problems because he's confronted with new requirements such as: quiet, patience and focus, to which he does not have the ability to adapt properly. Such children often have low school performance, manifest difficulties in acquiring the reading and writing skills, and in some cases they repeat the school year or abandon school.

Our journey of investigating **component identity** that aim to school inadaptability,

resumes in a first phase to the things mentioned previously, and we are aware that the "list" can go on. We consider that the most important aspect is **to act in a motivated way** for the annihilation of school failures, starting from the very check out of the elements of school inadaptability, arriving to the normality phase, characterized as a continuous state of the small school child considered as was mentioned at the beginning of our attitude journey "a being and not an object", always acting in good knowledge of the cause, respecting and loving him at the same time.

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