SCHOOL DROPOUT IN CURENT SOCIETY

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Abstract: *School abandonment is a plurifactorial phenomenon, and his degree of seriousness is highlighted by the ease with which it occurs, namely: family disfunctionality, entourage, the student's performance in relation to the teacher or the individual as a system. All this can lead on short term to the appearance of school failure, resulting in school dropout. The dropout risk is higher for micro group represented by the family, whose normal and efficient functioning is essential for child development. Without being a reality of last period, school leave gained particular proportions in recent years and presents an upward dynamic. The prevention activities are complex because it requires specific interventions that will reduce the phenomenon of school drop, actions that will limit or eliminate where possible, the causes of dropouts.*

Keywords: *abandonment, family disfunctionlity, communication*

1. INTRODUCTION

Modern man is gradually adapting to transformations of the entire society, the real possibility of progress and development being influenced and especially conditioned by education. School dropouts represents a serious issue facing higher education. It is a complex phenomenon within the educational environment that is represented also in a broader context, taking into account the following dimensions: economic, socio-cultural, ethnic, psychophysiological and pedagogical. During the transition period, it was found that students in increasing numbers tend to leave the educational system. They are surrounded by hostile family climate, careless and disinterested attitude of the parents for the school, an institution that is no longer a priority and not provide and guarantee a job. The massive emigration to the Western states, causes improper care from parents, who offer their children freedom of movement, which inevitably leads to decreased school performance, behavioral disorders and finally almost certain failure and school dropout.

2. STUDY ASPECTS

2.1 General aspects. The pressure group, its negative implications, the risk of exposure at drug consumption and other forms of dependence, associated with weak and inconsistent educational methods, curriculum overload, dysfunction in the assessment and grading, fear of exams, and others are just a few factors that support this phenomenon. The students avoid confrontation with these factors of stress and discomfort by running from hours; the absenteeism becomes a social issue that, uncontrolled, has serious implications for the entire society. Not only the phenomenon is important in itself, but also its consequences.

The inability of students to keep up with the best colleagues in school , discipline

problems , poor social relationships with class teacher and parents, will lead to the unability to adapt to the demands of society and rigors of life. These students, will abandon surely the school before completing a full cycle and obtaining skills that can maintain and promote professional competences. The reasons of dropout are closely linked to the socio - economic transition and the period of crisis and recession. According to national statistics, in recent years, the dropout rate has increased to an alarming percentage, placing Romania on the first place in Europe in this regard. Each abandonment has a personal history, student faces a number of difficulties which result from the himself, family, school, community. The instability of the educational system is due to fluctuations at economic and political level. The development of Romanian society after 1989 was influenced by changes in democratization and the transition to a market economy in the context of a prolonged economic crisis.

In families with low incomes and high unemployment, most often, the children are abused, abandoned, they do not develop normally (both physically and mentally) and have health problems, thus increasing the chances of school drop and juvenile delinquency. In Romania, there is a disparity between urban and rural communities concerning the economic, social and cultural background. In terms of dropout from school there is a discrepancy, and the major share being held by the rural community. In rural areas remains a certain lack of interest, passed on from one generation to another, and a relatively low cultural level. This lack of interest is seen among those who are still at school, grade repetition being an important indicator in this respect, with a major percentage in rural areas.

There are causes of psycho-physiological dimension that complement the dropout phenomenon, supposing two dimensions that complement each other. The anatomic and physiologic causes concern sensory deficiencies as sight and hearing disturb speech development, which has long-term negative effects on reading and writing. When language disorders occur, they appear based on other deficiencies, such as physical or sensory, existing personality disorders, in most of the cases intensify. At people with hearing and vision deficiencies, speech disorder creates additional problems in the process of social integration due to the absence or poor understanding of speech or compensatory role in structuring representations of the word, in both cases with a risk of reducing social relations, given the difficulties of communication and understanding of the message between the parties. The quality of school life and education influences the dropout rate. From the pedagogical point of view, educational method is approached as a set of strategies, models concerning the ability of favorably influencing by the use of adequate educational resources, the development of the personality of each individual. The causes of pedagogical type, relate to the quality of school life, to the relevance of teaching methods adapted to students' cognitive style, to the characteristics of the evaluation of educational and vocational guidance, and to the openness of the school to community problems.

The teaching causes are frequent and diversified, being found both at the school and family level. In school the most significant causes are:

-incompatibility of teacher - student , teacher personality can provide psychological realities stimulating and mobilizing or conversely, frustrating, stressful and inhibitory

-deficient educational styles, consisting of intellectual and nervous overload students with excessive teaching tasks

-improper teacher-student communication through subjective evaluation, arrogance and threats which humiliate the student.

The school is not a friendly environment for all pupils and has no effective means of facilitating the integration of students of other ethnicities. Gradually, it becomes a medium for reproducing social and ethnic inequality. The manifestation of covert discrimination acts in local school space, gives unequal treatment from some teachers at students in cause and do nothing but to increase and highlight the existing phenomenon.

In family atmosphere, the role of parents is crucial, both emotionally as well as pedagogical. Poor attitudes of some parents

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who do not allow the child to gain autonomy and the requirement in terms of schooling, wanting to become the best of the best, generate child active or passive opposition in conduct. This opposition and resistance, generalized or focused on school, will eventually overwhelm the child and lead to abandon. However not loaded school program influences negatively, student attitudes towards school, but rather inadequate program requirements. The knowledge from the point of view of utility, are not related to the present.

2.2 Study dates. We live in a time when each individual in society is assessed, prioritized and diagnosed according to socio-professional skills. These skills are formed by covering a long process of training and education. The education is one of the most important services that a company offers to children. The adaptation to accommodate the children at school requires pedagogical requirements necessary to maintain and improve the morph-functional, psycho-emotional and social integrity balance.

The radical change in his life, sudden changes accompanying the new age in the development of childhood can cause him a shock. Overwhelmed by the requirements of the school will adopt a withdrawal behavior in itself, stubbornness, negativism. His relations, as he knows the family, acquires new dimensions, new school environment is a colder climate more hostile towards the family or in the nursery, where the child feels comfortable.

The positive family climate determines the effectiveness of educational influences having vital importance in social and cognitive development of the child. The parents, through their authoritarian, permissive or indifferent attitude develop children positive or negative cognitive skills. Following the years of education received in family, children will develop their own personality and will be more or less prepared for the extensive process of becoming adults.

The poor communication in the parent-child relationship can generate a number of problems, the child loses confidence in grown-ups and retreats into an imaginary world, resulting in a decline in school performance and behavior disorders. In families with social, financial or occupational problems, some parents adopt domestic violence, physical punishment measures applied to the child being devastating. The frequent application of inappropriate punishment will lead to disruption of communication.

The purpose of this research is the identification and mitigation of factors that trigger and maintain the dropout phenomenon.

The research objectives aim at advising the students on the verge of dropping out of school, increasing students' motivation to attend courses, trust and collaboration among students, parents and teachers.

The assumptions of the study are: students from disadvantaged families present a higher risk of school abandon; lack of motivation for the attendance at courses increase the dropout rate; hostile family background can change child behavior in school. The subjects of the research are: students with very weak situation in school, with absences exceeding the limit allowed and parents of children at risk of dropping out of school

The research was developed by applying the document analysis, observation and investigation on the basis of questionnaires. The teacher perceives this job to be demanding and stressful at the same time. He feels sometimes that he is overwhelmed, working hard and the results are below expectation, and he feels that he has sacrificed in vain without

any acknowledgement. In each class, there are students which create problems of indiscipline, disturbing the lesson. He noted that punishing them in some way, does not solve the problem and continued supervision of unruly students will deprive their colleagues of attention. Applying new ideas, demonstrating tact in teaching and involving pupils in school activities, may increase the discipline in the classroom and automatically bring a positive change in their behavior.

Without counseling, family problems or school, the pupil will find difficult to integrate into the community and will not adapt to the requirements of attending courses of society. The lack of motivation is induced by the lack of interest of parents towards education. The majority of parents neglecting their children are not interested in the school situation, believe that school is useless and unprofitable. In turn, children build their negative self image, their performance in school becoming weaker, and becoming unable to adapt to the school. The student has his own perspective on school, considers some material as unnecessary, which does not help with anything in life. Education has no value for him, forced by their parents to perform certain jobs that bring income, the child will consider school as an additional burden. The temporary absence of a parent, or both, mentally unbalanced child, who feels alone and abandoned, confused and disoriented, loses confidence in himself, does not learn enough, causes school failure. Total lack of supervision reinforces the feeling of abandonment of children by parents and they become insecure and introverted. Student unsupervised by foster parents feels rejection on all that belongs to school, will miss for the start a few hours and after that, will miss several days in a row.

This is inevitably followed by the integration in various deviant groups, where they adopt attitudes characteristic to delinquent activities. Finally they give up on school life, considering abandonment as an act of protest, as a rebellion against society and the indifference mixed with hatred of school. The lack of proper communication, the total neglect of the needs of the child and the need to find confidants in those around him, will cause school failure. Tensed family environment, frequent quarrels and lack of affection in couple alter adversely the child's behavior. Repeated violence causes an unfavorable environment for normal development of the child. The emotional shock suffered by the child will lead in time to emotional instability, causing depression and anxiety. This is manifested physically by nausea, vomiting and abdominal pain and psychically by a feeling of insecurity, panic (fear, fear of punishment, fear of being locked alone in the house, so on...). The students will depart school forever, and chances of returning to school are void. Leaving education triggers a process of mutual rejection-student school, as evidenced by all the research conducted on dropouts. Ideally, the school should adopt an attitude of encouragement, not rejection for the students who learn more difficult. The grade repetition is not a saving solution, the maximum penalty being a total exclusion from the system. The statistics show that most of those who remained repeaters do not returned to education, leaving school for the street. As for the children, most of them want their parents to be more patient and understanding, few perceive their parents as best friends. It appears that most children have only demands on family and school, they want total freedom, they think they deserve it but do not want to give anything in return. For them school does not have importance, and teachers do not receive respect. They enter in conflict with school authority, became lazy, do not make the effort to acquire knowledge devoid the accountability for the school. In turn, parents say that because of prolonged program of employment, are forced to neglect their children, spend some time with them, leaving them largely unsupervised. They would like a better communication with their children, but encounter fierce resistance when trying to give advice or an opinion.

3. CONCLUSIONS & ACKNOWLEDGMENT

The developing of effective policies in support of families in need of material support, reintegration of children who risk being marginalized and professional training of

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teachers, are just some efficient measures needed in education. The education is vital for uneducated child that will not be able to integrate into society; without child attending school to become a social individual, he will be unproductive and will have no future.

The focus on measures to support poor families is the main lever that can reduce the extent of this phenomenon. There should be vigorously promoted a climate of support and social measures being adopted in all schools, from both rural and urban areas. The main mechanism of socialization is education, the school is an education institution and the family is the first child's educational environment. The collaboration between family and school is a priority, as a prerequisite for combating school dropout. The establishment of partnership strategies, including teachers, parents and students should mobilize and motivate students in order to obtain success in school. The responsibility of building this strategy rests on teachers who the need to develop initiatives in this regard. Schools should work with the family, it is very important that the family is fully involved so as to make this partnership to work and be effective.

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