ABSENTEEISM AND SCHOOL DROP-OUT – PREVENTION METHODS IN CASE OF TEENAGERS

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Abstract: Good collaboration starts from the first year of school when the family knows and understands the mission of the school and the school understands that the family is a sincere and permanent ally of the educational process. The two important participants into this relationship must understand that the spotlight is on the child, that beautiful creature, with warm eyes full of life that illuminate the paths of life even when the sky of the soul is full of clouds and storm is forecasted. The child becomes the subject and object of education.

The most durable relationship between school and family is achieved at the level of primary education. Teachers are those who know closely the individual peculiarities of students, their living conditions, the family members, friends, taking direct and indirect contact with all those who revolve around the child and know their desires and aspirations. Teaching implies plenty didactic knowledge, pedagogical tact and life experiences.

The main requirement for this relationship is communication. It streamlines the relationship and positive opinions can be drawn when bottlenecks occur. If among the parents there are professionals, do not hesitate to request their help. The family-school relationship must be built so that the child entering the school shows the same interest throughout schooling.

Keywords: level of primary education, positive, pedagogical tact

1. INTRODUCTION

Alongside of the school and youth organizations, the family is one of the factors concerned with human education. Other persons, institutions and social organizations are dealing with education as well, but the educational influences exerted by them are less organized than those from families, schools and youth organizations. The family exerts a particularly deep influence on children. The student owes a significant part of the knowledge about nature, society, hygienic habits, behavioural habits, to his/her upbringing in the family. (Using in the common language of the expression: "Good family upbringing").

In time, the school has emerged as a social necessity, as a tool for solving social problems. It stems from the need of preparing the child for taking up and pursuing social activity. In the context of other factors, the school is considered the main factor in the formation of the younger generation, in accordance with the requirements of the society. This is due to the fact that it has qualified staff, adequate material which enables the organized embodiment of education, of the educational process.

2. CONTEMPORARY PERSPECTIVES

The school as an institution is under the influence of social, economic, political and cultural factors, its mission being to contribute to the achievement of the educational ideal imposed by social life requirements. But by its inner organization, the school has a

relationship of autonomy. Its organizational structure and its relations to other factors are governed by the educational law. At certain intervals the need for school (and legislation) reform emerges to align school organization to the evolution of the social system. The role of school in society has always been a concern of specialists who emphasized that the school is a genuine production factor that plays an important role in the evolution of a nation in asserting its material and spiritual culture. Referring to the place and role of the school in the social community, the school cannot be regarded as a bureaucratic invention, it is and should be a natural and necessary expression of the social environment in which it is placed. The school is the primary tool for education and life coaching, for social and professional integration.

The successful professor is an idealist, a different kind of idealist, being convinced that there can be no development without ideals. The professor recognizes himself/herself in each student, realizing which was his/her contribution and influence in the lives of his/her scholars.

A teacher is capable when aspires to all of the above and still more. He/she appreciates truth and fairness, but not his/her popularity. Trying to change the world, such a teacher changes on a daily basis, changing others in his/her turn. A capable teacher is a revolutionary who knows that his/her role is one of the most vital on Earth in preserving the sanctity of life and its natural outcome - elevation of humanity.

In the teacher-student relationship, besides a rich positive experience that has accrued over the years, it is found that sometimes arbitrariness, outdated practices and prejudices prevail maintained by a conservative attitude. To improve the teacher-student relationship it is necessary to take into account, on the one hand, the objectives of education and on the other hand the psychology of contemporary youth, the educational act being a continuous process of social invention.

The relationships between teacher and class are polarized, generally in affinity, mutual trust feelings or to the contrary, dislike, distrust and even hostility. There are cases when spiritual contact between the teacher and the student fails to pass through indifference: the class does not exist for the teacher nor the teacher for the class. The initiative should belong to the teacher who, in view of the essential law on emotional relationships between people based on which affinity and benevolence give raise to affinity and benevolence, antipathy and hostility give raise to same quality feelings, should lead, direct these relations and structure them for collaboration. In the studies performed it was found that some teachers do not react appropriately in the event of good (correct) answers of the students nor in case of wrong (void) answers.

The psychological interest is represented by the reaction of teachers who, in the students' opinion do not enjoy when they give correct answers, but rather feel sorry, show surprised, are surprised that the students answer good, are in doubt whether to give them a mark or not, mock them and so on. It was concluded that in these cases a fundamental principle of education is not complied with: encouragement through a judicious use of praise and of admonition. A teacher who admonishes more than praises or says nothing when he/she should, does not use enough positive assessment criteria for forming and changing student behaviour.

The source of students' dissatisfaction originates in the behaviour of some teachers, in the distorted image that some students have of teachers and the teachers have of students. The use of new teaching technologies such as verified and scheduled training, leading ultimately right to the selection and strengthening of appropriate behaviours, to the achievement under optimal conditions of reverse connection, to assessing students' school performances on a scientific basis and under the condition of known objectivity.

Traditional school practice left us the image of the teacher who wants to dominate students and to subordinate them. In such an environment nothing is performed out of belief and passion. It is necessary to make the transition from the old type of relationship to relationships in which the teacher collaborates with the students. The main activity of the teacher will not be teaching, but engaging students in investigations and independent works. The relationships based on mutual respect and esteem imply an appropriate language. The ironical and insulting expressions disturb the students' attitude towards their teacher and hinder a favourable environment for creative work in the classroom.

Not paying more attention to how to distribute the strengthening forms, the balance of punishments and rewards, positive and negative appreciation, can lead to a depreciation of the student's personality, when using undue rebuke and especially when the rebuke is not limited ("you did not learn the lesson today"), but takes the form of a global depreciation ("what will become of you" or "your parents spend their money on you with no use"). It is not by chance that teachers who encourage their students more through praise, obtain better results in education.

3. THE ROLE OF COUNSELLING IN THE FAMILY-SCHOOL-TEENAGER RELATIONSHIP

Counselling is a process in which a professional establishes a relationship based on trust with a person who needs support. This relationship ensures the expression of ideas and feelings about an issue and provides support in clarifying the fundamental meanings, in identifying value patterns based on which solutions can be formulated.

A deeper understanding of thoughts, of emotional feelings can be achieved through counselling, ensuring the chances for an optimum level in the development of personal resources.

Counselling provides assistance to the individual in exploring and understanding its own identity, it supports the individual in the development of strategies for problem solving and decision making. Four ways have been outlined in counselling to address problems that could arise for the individual during the course of its evolution: intervention in crisis situations, ameliorative intervention, prevention, formative and development intervention.

The first step of counselling is to establish a relationship of trust and a confidential working relationship in the work with student groups or in individual work. The key for all counselling interventions is to develop new strategies for existential evolution, to activate blocked resources, complementary or compensatory, so that people in need find their own solutions using their potential. In counselling the purpose is to support the beneficiaries in order to solve their problems through their own resources, by changing attitudes, perceptions and behaviours manifested in specific existential contexts.

Counselling is never reduced to an exchange of information, namely to the assertion by the counsellor of an opinion or advice to a client who has shared his/her problem, but there are always questions about the profound motivation of the need for counselling. The counsellor should not be the one giving advice, the only one proposing solutions, but it should be the one who determines the client to find the adequate solution, its role being that of facilitator of the client's decision-making process.

In general, counselling is performed in relation to people with difficulty of choice, deviant behaviours, difficulty in family, school or social integration.

The counselling relationship is configured dynamically between two poles: the counsellor and the counselee. The counsellor (and by default the school counsellor) plays several roles such as educator-trainer; counsellor for education, training, social issues,

etc.; conflict mediator; psychologist for students, their families and teachers. Psychological evaluation - part of the complex multidisciplinary evaluation, along with the medical, pedagogical and social evaluation, pursues knowing the psychological characteristics of the personality of each child and teenager, targeting areas of motor, sensory, cognitive, affective-motivational, socio-relational and personal autonomy development.

4. RESEARCH DATA

The purpose of this study is to ascertain and it aims at identifying the existence of a possible connection between students' absences and their consequences on the teaching-learning-evaluation activities performed in school.
Objectives:
- Identification of the prevailing type of absenteeism: persistent, casual
- Identification of factors and arguments determining students to attend school regularly
- Identification of the attitudes of teachers and parents towards the absences of students
Hypothesis
- If the parents of the students are working abroad it is likely for the students to record more absences and their school behaviour to be inappropriate.
- If the teacher uses active teaching strategies, the students would be more interested in that study subject and they integrate more easily in the class.

CONCLUSIONS

Because of the many conflicts noticed among students, we need an intervention project focusing on changes in the image of students with high risk of school failure and their integration into the collectives they belong to. From the first data analysis it can be seen the quite low involvement of the family in the educational process and especially in controlling student behaviour, given that in most cases sanctioned school deviations were overlooked by parents. Improving school-family connections is absolutely necessary in this context. Although there is a theoretical basis for intervention, teachers often feel overwhelmed when they find themselves placed in a position to solve a conflict in the classroom or to face special educational needs of the students. The need to develop the teaching-learning skills for students and adapting the working methods according to students' personal learning style is another conclusion that emerges from the study. Intervention may concern, therefore, all three components of the educational process: students, teachers and family.
Possible intervention plan
Positive practice is a strategy that helps students to replace one behaviour with another. This approach is appropriate for academic errors (wrong answers). When students answer wrong, they should be corrected as soon as possible so as to repeat the correct answer. This principle can be applied when students violate class rules. Instead of being punished, the students are required to practice positive action. Another approach to decrease undesirable behaviours is offering an alternative that involves negative cure. Basically, it means telling the students that if they cease to do x and they start doing y, they can easily get out of the predicament. Many teachers tend to offer rewards in a speculative manner. As in the case of praise, granting privileges and rewards contingent to learning or positive behaviour, determines their increase.

Negative behaviours (hitting or forgetting homework) can be seen as an absence of positive behaviour. One way to cope with such behaviour is to reinforce desirable behaviours when they occur. If only trying to stop negative behaviour without providing alternatives, the students will find on their own something to replace the new situation that can be as bad or worse than the original.

The behaviour with a high frequency (preferred activity) may be particularly reinforced for a low-frequency behaviour (less preferred activity). It is like grandma's rule: "First you do what I want, then you can do what you want".

For many students speaking, moving around the classroom, sitting near a friend, reading magazines can represent preferred activities. The best way to select the suitable reinforcements for students is to determine what they like to do in their free time. If we get to tell students „Stop doing that and pay attention!" or „Please put that away until the end of the class" we have found the best reinforcement for that student. For a good application of Premack principle, first the low-frequency behaviour should appear. Another method to apply this principle is by submitting a questionnaire. This way we will identify directly from the students their preferred behaviours.

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