

## COUNSELING OF PARENTS AND CHILDREN FROM DISABLED MEDIA FOR PREVENTION THE FAILURE AND ABANDON OF SCHOOL

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DOI: 10.19062/2247-3173.2018.20.54

**Abstract:** *The interest in developing the capacities and skills of children with certain development risks is not limited to children with special needs but also extends to socially and culturally disadvantaged children. In their effort to meet academic requirements, often so high, many students with no developmental retardation or without exceptional psychological needs have the experience of school failures. As a result, their chances of reaching self-esteem and good social integration are jeopardized. Certain child deficiencies are not due to their innate cognitive characteristics, but to other causes such as: lack of experience in a specific learning context, lack of prior knowledge, lack of adequate language, lack of transferable strategies for tasks, lack of constant attendance of institutions providing formal education, lack of direct involvement of parents in the school life of children. Through proper task mediation, by encouraging the transfer from similar learning activities, by learning strategies and notions, through activities to develop and optimize emotional and social skills, the child can acquire the ability to overcome his usual level of performance and to go to the higher one. The main purpose of this paper is to provide educational support and specific integration for identified benefit groups.*

**Keywords:** *school failure, learning, educational support, education system, formal education.*

### 1. INTRODUCTION

Everyday reality and statistics outline the picture of a troubled society. The physical and mental health of children and young people is in danger. The family, school, entourage, and broadcast - the four backgrounds of the child's current life - are declining in pedagogical values.

The environment in which the child is born, lives the first years of life, develops and is formed for life is provided by the family. It is a first tool to regulate interactions between the child and the social environment. The family has the central role in providing the necessary conditions for the transition through the stages of childhood development, conditions that underlie the structuring of the personality of the individual. This is why the family relationship, the affective climate and its socio-cultural model are important in social integration and in building social behaviors.

A family-school relationship has a very important role in the success of the instructive-educational process, which is why the teachers have to pay special attention to the communication with the children

## **2. OBJECTIVES, HYPOTHESES OF RESEARCH**

### **General Objective:**

Preventing and correcting early school leaving among 6- to 8-year-olds in disadvantaged communities with a high proportion of romi.

### **Research objectives:**

- Measuring the degree of involvement of parents in formal and non-formal education of children, by initial and final questioning of parents and teachers.
- Developing parents' abilities to mediate learning as an environmental adaptation factor through the parental education program.
- Defining the usefulness of customized counseling programs for parents and children from disadvantaged backgrounds.

### **Research hypothesis**

By implementing a parental and personalized intervention program in counseling hours with parents and children from disadvantaged backgrounds, the phenomenon of school drop-out is reduced and the continuity between pre-school and school levels is reduced.

### **Sample of research:**

The research was carried out on 60 children aged 6 to 8 years enrolled in mainstream education.

## **3. TOOLS USED IN RESEARCH**

**The questionnaire** addressed to teachers was also designed to measure family involvement in child education as well as the relationship between family and school. While retaining the same form as the parental questionnaire, the first part gathers information about the personal data of the teacher, namely the gender, the level of his / her studies, and the second part, through 13 items, to highlight the degree of parental involvement in children's education, and the relationship they have with the school. Response variants are diverse as the parent questionnaire.

### **Parent education program**

Parents' education contributes to their social and spiritual emancipation. As a subsystem of lifelong learning, it responds to specific, concrete needs and offers alternative ways and conditions of self-education.

Family and parental education addresses actions aimed at exercising the educational function and developing effective practices of communication and family interaction.

In order to fulfill the fundamental function of the family, the child's security, and its socializing role, the defining purpose of parental education is to form their educated conscience, the awareness of the necessity of a continuous effort to the needs of the child, including education.

From the perspective of systemic analysis, parent education appears as a dimension of permanent education and, of course, adult education.

### **Data analysis**

Referring to the purpose of this research, that of counseling parents and children from disadvantaged backgrounds to reduce absenteeism and preventing school dropout, we have recorded the values of the attendance of the school units in which children are enrolled.

For the same dimension, namely the importance of formal education in parents' view, we also analyzed the results obtained by those in the control group. Thus, if initially 26% of the parents were at the weak level, 18% were in the final stage. At the average level of the scale, 68% of the subjects were in pretest, so 76% would be registered in the posttest phase. At the last level of the measurement scale, respectively the high level, both in the initial phase and in the final stage were 6% of the subjects. As we can see, comparing the results obtained in the observational stage with the ones in the evaluation stage, small differences are recorded within the levels of the measuring scale. The obtained results entitle us to affirm that parental absence from parental education leads to the idea that formal education of children is of little importance in their development, in their formation as active members of society. The concerns of these parents remain paperbacks in the area of satisfaction of subsistence needs, the fingerprint transmitted to younger generations.

In relation to the previous dimension, the values recorded for parents' involvement in school life for the experimental group are the following: 72% of the subjects are at a weak level in the initial stage and only 34% in the evaluation stage; 28% of subjects are at the pretest average level and 40% in the posttest phase. For the high level, if no results were initially recorded, an important percentage of 26% of the parent subjects is at the evaluation stage. The values mentioned before lead us to affirm that the degree of understanding that the responsibility of the

The results obtained by subjects in the control group show the extent of parents' involvement in school life the following values: initially 84% were at the low level, 16% at the average level. In the final stage, 80% of the subjects were at the low level, 18% at medium level and 2% at high level. The extent to which parents are aware of the importance of adult involvement in the schooling of children remains low and has an impact on the entire educational community. Lack of involvement in school life of children influences their results in a negative sense, because education is not a process that is exclusively responsible for school, but a process whose success depends on the collaboration between the two sides.

The last dimension measured by parents' questionnaires is the need for school support. If before the participation in counseling activities, the majority of the parents in the experimental group, namely 96% were at the average level and only 4% at a weak level, at the evaluation stage parents feel the need to provide support from the the school, their answers revealing this fact by the percentage of 58% at the average level and 42% at the high level.

For parents in the control group, both at pretest and posttest, the highest percentage is at the median level of 92%. For the poor initial level it is 8% and the final 6%, and for the high level only in the evaluation phase there is a small percentage of only 2%.

By comparing the two groups involved in our study, experimental and control, we see that the awareness process of the importance of family education is spontaneous, through impulses and external demands, especially from the school.

In our study we also recorded qualitative observations by applying the set of questionnaires to teachers in both stages of the experiment.

The recorded responses strengthen the conclusions obtained and described on the basis of the previous graphs, namely that the intervention programs carried out in collaboration with the parents aim at optimizing the cognitive, social and emotional development of the children by applying in the family environment the parental skills acquired during the activities, as well as facilitating healthy and functional relationships between parents and children by replacing aggressive behaviors with appropriate relationship behaviors.

In this paper I would like to highlight the importance of counseling children, in forming their personality and in their preparation for life.

Increasing the number of school failures and dropouts, delinquent or unhealthy behaviors, emotional disturbances among students, are indicators of the fact that the school has to do much more in this direction. In order to meet these real needs, the Ministry of Education and Research proposes through the new National Curriculum the introduction of Optional, Counseling and Orientation, for all three levels of education: Primary, Secondary and Secondary. The new discipline meets the basic needs of any child and teenager: self-knowledge, communication capabilities, creativity, decision-making and problem solving.

#### **4. CONCLUSIONS**

Through education, parents can acquire the necessary knowledge and skills to meet these goals that are driving the growth and education of children. Research shows that in programs involving parents' participation, pupils have higher school performance than in the same programs but where parents are not involved. The degree of involvement of parents in the schooling of their children also influences their results in a positive way, because education is not a process that is exclusively school responsibility, neither parents responsibility. Thus, in this process whose success depends on the collaboration between the two parties concerned, the more parents collaborate with the school, the more the children's grades are, and their degree of adaptability to the requirements of the educational environment is higher. In this context, one of the hypotheses formulated for this research is the following: *if parents of children from disadvantaged backgrounds participate in the parental education program, then their degree of involvement in the education of children will increase.*

Based on this hypothesis and following the statistical processing of the data obtained, we draw the following conclusions:

- **Awareness of family education** is spontaneous, through impulses and demands from the outside, especially from the school, which largely determines the priorities, content and means of education in the family. Although the school's social prestige has declined, the educational prestige of the family is mainly related to the school success of children.

There is a conditioning of the quality and aspirations in the family education from the cultural "dowry" of the family including the schooling of the parents, the experience accumulated in the families from which they come, the participation of the parents in the cultural life of the community, including the school life of the children.

It is important for children to cooperate with parents, to balance their authority and to involve children in decisions that concern them. Children need to participate actively, concretely in the life and family tasks, without neglecting the "burden" of schooling.

- **Parenting practices and styles** are not unitary and are not uniformly received. There is a predisposition of parents to be protectors, caring for the education and future of children, and they even express appreciation and expectations in this respect. There are, however, no specific requirements, control and sanctions for the roles of children in the family, which focus on the outcomes of life and work outside the family for the most part.

- **The intervention program** developed in collaboration with parents aimed at optimizing the cognitive, social and emotional development of children by applying in the family environment the developed parental abilities during the activities and facilitating healthy and functional relationships between parents and children and between parents and teachers. The program also proposed a model for the change of psycho-educational practices in the school environment comprising a disadvantaged population from the point of view of the background environment by replacing the aggressive behaviors with adequate relationship behaviors, by learning ways of coping and managing the conflicts.

- **Involvement of parents** has led to the prevention or elimination of inherent difficulties in the life of a school. Together, parents, children and teachers can make school a good place for everyone involved in the educational process, an environment based on trust, communication, respect and flexibility. Creating an adequate learning environment is the task of the family and school equally. The child has diverse learning tasks: some are fulfilled at home, others at school, which ensures a similar degree of importance to both teachers and school as a whole, as well as to parents and the family environment.

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