

WAYS TO PREVENT AND COMBAT SCHOOL FAILURE

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Abstract: *School, family and community have a decisive role in the delicate process of forming the child's personality, any action within them having long term effects on him. Although great emphasis counts on improving the teaching staff and material conditions in schools have improved considerably, many students school results become weaker, have problems of undesirable behavior, show physical violence, verbal or psychological one and begin to attend the courses increasingly rare. Some students arrive in repetition situation, while others abandon the school, school drop outs being the most serious form of school failure. Incidentally, in the last decade was observed worldwide a trend of increasingly early school dropping by young people from ages increasingly smaller. All these situations of school failure are not only individual failures. It should be regarded as failures of the student but of the school, too, of family and community in general, the environment in which the child is formed having major influences on its development. The child must be helped to overcome his limits, to adapt, to build competencies in order to develop life skills that will allow him not only the achievement of academic success, but also a good start in adult life, in an constantly changing society, with increasingly greater demand. Therefore, this paper aims to address the causes of school failure and to find more efficient ways to avoid it, to improve student performance by stimulating him on all plans, enrich acquisitions and improve his performances.*

Keywords: *school, family, school dropout, school failure, school ifail, undesirable behavior, school success*

1. INTRODUCTION

The entry into the school environment is an important event in the life of every child. Successful adaptation to the school regime, to the various demands and expectations of the school is a premise for school success. We can say that the student is adapted if he realizes the adaptation of teaching to the demands of instructive order and the relational adaptation concerning relations with the teacher and other pupils, the internalization of educational norms and social values, expressed through child's stable attitudes to school environment. School failure does not occur suddenly, but gradually, in stages, with symptoms that a good teacher can observe and recognize and may take corrective and preventive measures in time.

In the precursory failure phase, the child begins to face problems in achieving school tasks, from different causes. The first gaps in preparation appear, slowing or interrupting his rhythm of learning against the one of other colleagues (noticeable by both, the educator and the student), the lack of desire and motivation to learn, that can see both the educator and the parents. The factors responsible for the thorough preparation of student surprise these issues, these changes in homework, in the child's attitude to learning, to teachers or to other children.

During the time of the research (investigations) specific actions have been taken and strategic programs were implemented, both to improve students' achievement and to remove the risk of school failure.

2. RESEARCH DATA

Research purpose:

The research aims to improve the collaboration between external determinants factors of small pupil success: family-school-community in order to increase the capacity to adapt to the school system, to improve the school situation and to avoid their school dropout.

Research objectives:

- Establishment of the involvement level of families in formal and non-formal education of children.
- Establish causes of school failure.
- Improving the frequency and school performance by involving students and parents in activities that stimulate their desire, interest and motivation to actively participate in school activities and extracurricular ones, integration in school team and school success.
- Training and development of educational parenting skills and mediation of learning act as a factor of child adaptation to the school environment.
- Proven necessity and usefulness of counseling students and parents from rural areas.
- Assessment of the progress achieved by applying the programs.

The general hypothesis:

By attracting and participation of children in educational programs like "School after school" and advising students and parents is facilitated the adaptation to school regime, the improving of school performance and pupil attendance and reduce the dropout rate.

Specific hypotheses:

- ✓ The group of students participating in the program "School after school", will record better school results and better school integration.
- ✓ Cognitive abilities and socio-emotional skills of children in the experimental group will develop more.
- ✓ Parents participating in the parenting program will realize the importance of education and will be more involved in children's education, in supervising lessons preparation and in organizing their children's free time.

Research variables

❖ **Independent variables:** educational program "School after school", the program of personalized intervention, the parenting education program (changes that will influence the experiment conducting).

❖ **Dependent variables:** cognitive performance, socio-emotional skills of students, the frequency to courses and non-formal education activities, the level of parental involvement (all changes that have occurred and will be explained and measured).

❖ **Intermediate variables:** social and psychological factors: education, training professional and intellectual development of their parents, their gender, origin family (rural) (mediate the connection between independent and dependent variables).

Research group

The research sample included 50 children aged 9-11 years old, pupils of Secondary School, as well as a number of 50 parents. The group was divided into two groups: the experimental group consisting of 25 students and 25 parents and the control group, consisting of as many students as parents.

Children in the experimental group attended classes, extracurricular activities, daily activities in "School after school" program carried out in the Secondary School, as well as counseling sessions for students organized and conducted by psychologist and educational specialists.

Parents in the experimental group participated in parental counseling activities led by the psychologist, educational specialists and teachers who teach children in the experimental group, carried out in the developed program, generic entitled "Together for a real chance to education."

Methods used in the research:

Due to the specific of studied process and objectives pursued during the research, the following research methods were used:

- ❖ Remark
- ❖ Conversation
- ❖ Questionnaire
- ❖ Experiment
- ❖ Interpretation of student work products

Tools used in the research:

- General questionnaire on socio-economic and cultural family (for parents)
- Questionnaire for determining the level of parental involvement in children's education (for teachers)
- Parental education program

3. CONCLUSIONS

After conducting the experiment, it was found that the assumptions on which they started were confirmed. After participating in children's educational program "School after school", after counseling students and parents and conducting parental education programs, students in the experimental group achieved better results at school, their school performance increased, they participated with pleasure and interest to planned activities, having a stronger motivation. As a result, school attendance has improved and any circumstances of school abandon did not intervene. Self-esteem of pupils increased, also the confidence in their forces and capabilities, safe feeling at school, trust in teachers and colleagues. They slashed conflict situations and violent behavior among students, which proves the improvement of socio-emotional skills, confirming the hypothesis. Parental involvement in school and extracurricular activities and family counseling, has had a useful role in preserving and / or obtaining harmony in intra-family relationships, which is the basis for affective, emotional and cognitive development of the child.

Parents involved and advised understood better what is and how to exercise parental role, they learned how, when and to what extent should support their children so they can achieve school success, they adopted new methods and techniques of parental control, of conviction the child without using constraints, quarrels, physical or mental violence. They acknowledged the role of education, a real chance at a better life that education gives anybody.

We also consider it imperative to find and apply ways of literacy and schooling that segment of population that needs it, to raise her level of education and to offer real chances for getting a job and, at the same time, to build a model for their children and to be able to help them and control their homework.

Such literacy courses can be organized in schools where there are needed, benefits brought by them bringing satisfactions and positive track both in the life of the literate ones, in the life of their children and to society, generally.

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