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The counseling educational role in the prevention of the school failure process

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Abstract

Based on the students' opinions during the initial forming for the teaching profession, attending the courses and seminars of the disciplines such as, "Counseling and guidance", "Pedagogical practice", the present study aims to identify the answers to one of the most pressing issues which the Romanian society and school are facing: students' non-involvement in learning activities and, implicitly, the school failure. In this regard, during the academic year 2012-2013, we applied a survey based on a questionnaire to 40 students of the "Ovidius" University Constanta, Romania.

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1. Introduction

The educational counseling, integrant part of the educator-educated pedagogical corellation, constitutes a special experience based on communication and search, development and maturation. It represents a method of optimizing the interpersonal relationships, learning some behavioral and positive attitudinal models, or a way to support the students who experience some educational, emotional and social difficulties. The educational counseling activity facilitates the free and creative expression of options and school and professional decisions, achievement of self-discovery, forming some social skills, cooperation, effective learning etc.

An important objective of educational counseling represents the problems of prevention which can hinder the proper bio-psycho-social functioning of pupil's personality: risk behaviors, interpersonal conflicts, learning

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disabilities, school failure etc. The correct identification of the causes of these problems represent an important step in the educational intervention.

Complex problems of school failure, widely debated in the contemporary psycho-pedagogical literature (Lerner, 1989, Nicola, 1994, Crețu, 1997, Mușu, 2000, Vrăsmaș, 2008), represent an important theme in the educational counseling within lessons “*Counseling and guidance*”.

2. Methods

On the present study, we insisted on a very important factor which causes school failure: poor involvement of high school students in learning activities. Based on the views of students who were found in the initial training period for the teaching profession, attending the courses and the seminars of the following disciplines, “Counseling and guidance”, “Pedagogical practice”, the study aims to answer two questions:

1. „What are the causes of poor pupils’ involvement in learning activities?”
2. „What are the possible solutions to the problem of poor pupils’ involvement in learning activities?”

In this regard, during the academic year 2012-2013, we applied a survey based on a questionnaire to 40 students of the “Ovidius” University Constanta, Romania.

3. Results

The opinions of the 40 respondent students, expressed on a written form, capture the sincerity and originality, but also realistically, an expression of their active involvement in the preparation process for a teaching career, especially through pedagogically practice activities covered in some high schools from Constanta. The pedagogical practice performed in the 2012-2013 academic year offered the opportunity to notice the pupils’ attitudes and behaviors as part of some extra-scholastic and school activities. In the some connection, drafting a psycho-pedagogical coin by practicing students for every pupil from assisted classes facilitated the direct and indirect causes which determines the pupils’ poor involvement in learning activity and, implicitly, the scholar failure.

To the question 1, „**What are, in your opinion, the causes of poor pupils’ involvement in learning activities?**”, the students answered in this way:

- I. serious family problems – 82,5% (33 answers);
- II. school adjustment and integration problems - 75% (30 answers);
- III. motivational problems - 60% (24 answers);
- IV. educational relationship problems - 55% (22 answers);
- V. improper teaching conditions - 50% (20 answers);
- VI. negative influence of the entourage – 47,5% (19 answers);
- VII. addictions: alcohol, drugs, pornography, computer games, social networking sites – 37,5% (15 answers);
- VIII. poverty: poor material conditions – 35% (14 answers);
- IX. poor educational and vocational guidance – 30% (12 answers);
- X. other: pupils’ involvement in fun activities; labor; medical problems – 27,5% (11 answers).

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