

# PSYCHO-SOCIAL PERSPECTIVES IN THE EDUCATIONAL SYSTEM AT THE LEVEL OF THE VALEA JIULUI CARBONIFEROUS BASIN, IN THE CONTEXT OF THE NEW ECONOMY

Simona CEUȚĂ<sup>1\*</sup>

<sup>1</sup>Liceul Tehnologic “Mihai Viteazu”, Vulcan, România, simona\_ceuta@yahoo.com

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**Abstract:** *The research of the reality in the territory of Valea Jiului Carboniferous Basin focuses both on the peculiarities of social ideas regarding the position of education and learning in the value system of individuals in society, as well as on the psychological principles for strengthening values in socially unstable conditions. The conclusions reached in the process of determining the degree of integration of self-confidence in the value system of the adolescent personality, showed that the development of self-confidence at a high level influences the infusion of values and the formation of one's own system. Changes in the subject's attitude and tendency to ensure uniformity and consistency of information, attitude and behaviour can be observed.*

**Keywords:** *school dropout, the new economy, psychosocial conditions, disabilities, the value of learning, collaborative strategies*

## 1. Introduction

The objective of the research is to determine the psychosocial factors and the conditions for achieving quality education in the pre-university education system of Valea Jiului Carboniferous Basin.

The study had as reference objectives:

- the assessment of society's expectations regarding the value of education and the conditions for increasing the value of learning in the society of Valea Jiului Carboniferous Basin;
- the highlighting of psychological principles to identify the particularities of the learning motivation of current students and to stimulate the motivation for learning and self-development in students and teachers;
- the psychosocial conditions to prevent and put an end to crime and school dropout of young people in the educational system;
- collaboration strategies between educational institutions, families and communities;
- intellectual development assessment indicators and set of diagnostic methods for different levels of the educational system;
- determining the psychological requirements for the school and social integration of children with CES - special educational requirements.

## 2. Discussions

### 2.1 Discussions on students, teachers and parents

Both students (pupils) and teachers claim that school currently has a social significance. The arguments in the given answers are contradictory, as the subjects give more importance to the formal aspects of the course than the essence, such as: a prestigious job in the future, success in life and others [1].

There is a discrepancy between the research value stated by the teacher and the student's behaviour observable from the teacher's perspective. The research conducted provides data to conclude that both students and teachers value the formal aspects of study. The assessment of each dimension shows that school education is less attractive for most educators. One of the important premises for the promotion of values and areas of life, including the value of study, is the strengthening of self-confidence of the personality [2].

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\* Corresponding author: Ceuță Simona, eng. Ph.D. stud., University of Petroșani, Petroșani, Romania, Contact details: University of Petroșani, 20 University Street, simona\_ceuta@yahoo.com

In this context, it was found that the public's attitude towards the value of education represents a psychosocial expression of the quality of education. The psychological basis of the formation of learning motivation and personal growth shows that learning motivation is currently at low or non-existent levels in Valea Jiului Carboniferous Basin.

*Table 1. The number of students enrolled in the 2022-2023 school year, in the 6 U.A.T. from Valea Jiului Carboniferous Basin (Source: I.S.J. Hunedoara).*

<b>Town</b>	<b>No. of students</b>
Petroșani	4880
Petrila	2160
Aninoasa	306
Vulcan	2864
Lupeni	2608
Uricani	868
Total	13686

Students are driven by the tendency to achieve and the desire to learn, and cognitive motivation is the least developed. The learning process is not interesting for students. Learning is perceived as meaningful only if it is correlated with outcomes. In relation to regulatory mechanisms, learning motives appear to be socially regulated. That is, students are guided by the opinions of their classmates and associate their personal values (including study) with the values of the group. Emotions, like values, play a role in shaping motivation to learn, but this indicates that learning is less important to the person [1].

Students who are motivated to learn at a positive level (low, medium or high) demonstrate a clear career choice and independence. And lack of motivation leads to lack of professional values and lack of professional self-determination [1].

No psychological means are used to stimulate and develop the motivation of both students and teachers (recognition of success, achievements, expression of creativity, self-actualization at work, sense of responsibility, career advancement efforts, promotion).

By considering the psychological characteristics of the student's development, eliminating the "past" and negative opinions of others, and accepting the "positive spectrum" of the student's individuality, the relationship between teacher and student is created.

The level of competence of teachers, the level of commitment to educational activities, as well as the enthusiasm and passion with which teachers approach their work have a significant impact on the dynamics of student motivation. Special attention is paid to teaching and learning activities, most importantly, showing the teacher's creativity, stimulating the students' curiosity, starting the lesson in an unusual way, using analogies, etc.

Different forms of instruction and teaching by teachers arouse students' interest in learning and generally create positive relationships among students towards learning activities. It is necessary to identify the areas of interest of the students and to use examples during the teaching act, connecting the examples to these areas of interest [3].

Perfect completion and mastery of the presented material shows students their potential in the learning process. Students must be taught to think positively when faced with difficult challenges, set realistic standards for success, and blame themselves when they make mistakes. By giving equal attention to all students, regardless of ability, and giving equal attention to students who appear weak or unmotivated, teachers convey confidence in their ability to succeed and reduce the possibility of failure. Students should avoid competitive situations and show interest in themselves.

It is found that, at the level of the studied area, the learning motivation of the students is related to the professional capacity and personality of the teachers [1]. It is very important to discover and understand the internal factors of the student's personality, which determine, direct, organize and support learning efforts. And these internal factors appear in the student's consciousness as a result of reflecting the requirements of objects, situations, the environment, are related to the student's own needs and are reasons of a mental nature that determine a certain emotional tension. If teachers use all their virtues, all their knowledge and patience, they will be able to develop highly motivated students.

From a social and economic point of view, the quality of the didactic act and the efficiency of the education system are the main measures of schooling, and the school dropout rate and the absenteeism rate are the main indicators of the lack of schooling. The higher the values of non-schooling, the more ineffective the respective educational and psycho-social system is [4].

Table 2. The number of students in the situation of school dropouts in Valea Jiului Carboniferous Basin, at the level of 2023 (Source: Hunedoara County Center for Educational Resources and Assistance)

Town	No. of students	Percentage
Petrila	8	0.37
Petroșani	31	0.53
Aninoasa	4	0.65
Vulcan	45	1.57
Lupeni	36	1.22
Uricani	2	0.23

At the level of Valea Jiului Carboniferous Basin, the phenomenon of refusal to go to school continues and has a complex relationship with the quality of education in schools. We find that when the number of students who never attend school is small (on average less than one per respondent), the number of students who rarely attend school is much higher. This is therefore a hidden, unofficial variant of non-schooling, where children are sometimes sent to classes by their parents, under pressure from the school or the authorities, but then continue to be absent from classes.

Among the causes of absenteeism or school refusal/abandonment are:

- working with parents;
- lack of financial resources to buy clothes and supplies;
- parents going to work in other localities or abroad;
- the physical presence of the parents, but the neglect of the children's education.

The attitude of the parents is passed on to the children and is increasingly forced upon them, whether they are with their children or at work, education is ignored. Among the existing causes in Valea Jiului Carboniferous Basin, we mention:

- parents would not see a future for their children based on studies;
- parents (and children) consume alcoholic beverages;
- the child runs away from home;
- the child remains repetitive for several years in a row;
- the child does not have the ability to accumulate the minimum level of knowledge;
- lack of interest in studies;
- parents refuse to send their children to school;
- health problems (of the child or in the family).

In our opinion, the identified causes reflect all the pressing problems of schools in Valea Jiului Carboniferous Basin, from the provision of material infrastructure to the devaluation of book science, or worse, the deterioration of character. Further investigation of this issue confirmed the existence of dropout and absenteeism phenomena and provided new data on the causes of these phenomena.

One, which was largely unknown until the study in question, was the attitude of teachers and professors towards students who returned to school to learn with other children. The teacher's sensitivity to the child's learning difficulties, which are clearly associated with absenteeism, is manifested by excessive moralizing, punishments, a contemptuous attitude towards the child and other similar reactions [4].

Of course, the tense psychological atmosphere around the student, the teacher's attitude, taking over by colleagues, learning failures, etc. does not promote orientation for study, school, teachers and peers.

Gradual dropout follows, after which it becomes even more difficult to convince students that school is interesting and useful for their lives and development. More unexpected causes of absenteeism have also been discovered in recent years. Some parents do not send their children to school because they are not satisfied with the school's material conditions or the quality of the teachers' interaction with their children.

Dropout is therefore not only a precondition for a decline in the quality of education, but also a consequence of it [4]. In Valea Jiului Carboniferous Basin, the school must adapt to meet the individual learning needs of the students.

Although students especially like to learn at school, they face many difficulties here every day related to learning activities, relationships and communication with peers, teachers, parents. The greatest difficulties appear at the beginning of school, but persist over time and worsen into the middle grades, when the thought of going to school can cause anxiety, sadness or worry for a significant number of students.

It is found that in Valea Jiului Carboniferous Basin, the adoption of a high level of appropriate integrative empathic identification (cognitive, affective, motivational-volitional, co-participative) makes the teacher more promising for elementary education initiatives. Teachers must be able to delve into students' problems, communicate them and positively influence students in their learning activities.

Through encouragement, optimism and joint efforts, the reduction of tensions in the classroom, even in the family, society will result. Otherwise, the student's attitude will not be sincere, flexible or deep.

Only a highly developed empathy among teachers is the key to successful communication with a positive impact on educational and training activities for students of all ages, especially for students of early school age. Students cannot achieve these achievements on their own.

Therefore, teachers need special training for empathic communication with students, which is a psychosocial condition for the success of the didactic act.

## **2.2. Discussions on people with special educational needs (SEN)**

Currently, in Valea Jiului Carboniferous Basin, they discuss about the parents' attitude towards children with disabilities as a prerequisite for school and social inclusion.

Several facts and connections are identified that are important not only for the development of family relationships, but also for the development of children and their destiny throughout life.

It was found [5] that in families where a child with disabilities is born, certain changes occur in the parents' attitudes towards this child, and there are significant differences between the attitude parameters studied.

Investigating parents' attitudes towards children with disabilities as a prerequisite for school and social inclusion is of interest to the communities of Valea Jiului Carboniferous Basin. There are a number of facts and connections that are important not only for the development of family relationships, but also for the development of children and their destiny throughout life.

It has been found worldwide that in families where a child with disabilities is born, certain changes occur in the parents' attitudes towards this child, and there are significant differences between the attitude parameters studied.

A fundamental part of a parent's attitude towards their child is whether they accept or reject a child with a disability, which determines their overall attitude towards their child [5]. Parents' failure to accept their child's disability may be one of the reasons why they decided to place their disabled child in an institution. These parents unconsciously or openly deny their children's worth. Parents who raise children with disabilities in their families try to accept children with disabilities and themselves, eliminate differences in perception between children with disabilities and children without disabilities, and minimize their development.

This attitude of acceptance or non-acceptance of the child influences all other attitudinal parameters, increasing the tendency to cooperate with the child if accepted, and the emotional distance between parent and child increases. Infantilization is a characteristic of the attitudes of parents of children with disabilities.

When parents accept a child, their love for the child not only ensures adaptation to its peculiarities, but also helps to adapt to the demands of the environment. This explains the prevalence of overprotection (high characteristic indicators such as commensal tendencies, authoritarian over socialization and infantilization of children) in relationships with children suffering from disabilities. Overprotection manifested by parents in their relationship with their child can develop if there is a desire to help, and under-protection can develop if there is fear or non-acceptance of the child's disability.

Parents' attitudes towards children with disabilities also determine what educational and relational models they will rely on in the future. Parents who raise children with disabilities in their families can build harmonious relationships based on trust and cooperation, based on the acceptance of both the disability and the child himself. This minimizes differences in parent-child relationships between families with typically developing children and families in which one or more disabled children are being educated.

At the same time, in families with a positive attitude towards children with disabilities, positive relationships are maintained between all family members, including normally developed siblings, and a positive attitude and harmony with life partners is maintained [2].

Parents raising children with disabilities in Valea Jiului Carboniferous Basin need support programs to help them develop appropriate attitudes towards their children and build harmonious relationships with them within the family. There is also an urgent need for educational programs on the inclusion of people with special needs in educational institutions to promote an appropriate image among the public and to accept diversity and disability as part of the human experience.

It is necessary, in Valea Jiului Carboniferous Basin, to address the issue of teacher training to include children with disabilities. There are teachers who do not know the concept of integration of people with special educational needs or who have limited information about it. [6]

There is a risk that a good part of the teachers is not informed about the psycho-pedagogical strategies to optimize the learning of children with different categories of special educational requirements. The principles of inclusive education are one of the keys to reforming the educational and psycho-social system at the level of Valea Jiului Carboniferous Basin.

At the level of public opinion, on the one hand, regular schools can offer the best conditions for the education of children with special educational needs [5]. On the other hand, a number of teachers believe that these conditions can be created through special schools or home education.

Regarding the educational units in the Carboniferous Valea Jiului Basin, the level of knowledge about the practical issues of inclusive education can influence the extent to which teachers relate to these issues and perceive them. Ignorance leads to fear of the unknown, feelings/attitudes of rejection and rejection. Teachers who have had or currently work with children with special educational needs during their teaching career are more likely to have positive attitudes towards inclusive education and less likely to resist all forms of segregation.

At the level of Valea Jiului Carboniferous Basin, there is a need for professional school psychologists trained in this field who can deal with different situations in the process of including people with special educational requirements, as an important contribution to the process of transition to inclusive education.

It is really necessary to implement measures and teacher training programs in the field of general education that are supported by improved motivation.

At the level of the communities in Valea Jiului Carboniferous Basin, by virtue of the circumstances presented, it is required that the educational units take into account a series of psycho-social needs of the person to whom the didactic act is addressed:

- the need for safety and maintaining a positive self-image;
- the need to succeed, to be successful;
- the need for honest communication and trust in teachers;
- the need for attention, goodwill and trust from teachers;
- the need to be respected and not to violate dignity;
- the need to encourage an inclination towards knowledge and development;
- the need to experience positive emotions;
- the need to be understood, listened to and accepted by the trainers.

### 3. Conclusions

We believe that the need of the people in Valea Jiului Carboniferous Basin who come to school is to acquire knowledge, skills and abilities. The elements listed here are implicit needs that should be met by the didactic act that can take place at any age. Their role is particularly important in the spiritual life of each individual. If they are not satisfied, the person cannot go through the inclusive transition process. It is believed that since the system of psychological training of teachers and teachers is partly outdated, many teachers do not accurately understand the mentioned needs and may not be able to choose more appropriate solutions when interacting with students. This aspect of initial and continuing teacher education requires fundamental reform.

We propose that at the level of educational units in Valea Jiului Carboniferous Basin, a series of application materials can be developed that can be used by school psychologists, educators, parents and teaching staff from different types of educational institutions, such as:

- a set of techniques and methods for studying the characteristics of people with special educational requirements, in order to ensure the right to education;
- a set of strategies to reduce school stress in the interactions between parents, children and teachers;
- scientific and theoretical support for the training of teaching staff for the education of people with special educational requirements;
- set of criteria for evaluating the effectiveness of forms and methods of school participation for people with special educational requirements;
- set of strategies for community adaptation, post-industrial exportation, regardless of the age of the subjects;
- methodology for early identification of gifted children and principles of interaction with them.

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