

FAMILY, SCHOOL AND ASOCIAL BEHAVIOR

Marija Stamenova¹

¹ marijastamenova@outlook.com

Emilija Petrova Gjorgjeva² Ph.D

²Faculty of Educational Sciences, Goce Delcev University – Stip, Republic of Macedonia,

emilija.petrova@ugd.edu.mk

Abstract: The social behavior of students in the society and at school is a very current problem, especially in recent times when scenes of violence and delinquency of children and adults have become commonplace. This behavior is caused by a syndrome of factors that affects societies, schools, families, and personalities and it manifests in a variety of ways. Therefore, when analyzing the asocial behavior of students, it is necessary to analyze the action of each factor, and especially the relationship of family relationships as a factor that is often considered to have a decisive influence on the criminal pathology of youth and adults. In addition to family relationships, the subject of analysis should be the school living conditions and other socio-experimental characteristics.

Key words: family, school, society, risky behavior

Introduction

The behavior of an individual depends on dynamic social change, the action of genetic predispositions, physiological influences, and the frequent actions of the internal forces of the social environment. In the process of development, a child to an adolescent goes through several periods, where he must adapt to interacting with parents, siblings, peers, and many others who represent different systems, each with its own rules, and activities.

The individual, i.e. the individual himself, is exposed to a number of risks throughout life. Risk factors are defined as any influences that increase the likelihood of the first occurrence of the disorder and progress to serious conditions in the process of socialization, supporting problematic behavior.

Risk factors are usually investigated as an assumption of future problems. These are all influences that increase the likelihood of difficulties in the child's socialization, ranging from biological, family, to factors that originate in the wider environment, including school.

Risky factors are usually explored as an assumption of future problems.

Williams, Ayers I Artur divided risk factors into five categories: biological, individual, family, environmental, and school factors.

Asocial behavior as risky social behavior

Numerous experts (educators, psychologists, sociologists, etc.) involved in the behavior of children and young people face many difficulties and problems when they want to define and classify a very specific and complex term such as risky social behaviors.

Expressions such as behavioral disorders, socially unacceptable behavior, antisocial behavior, deviant behavior, abnormal behavior, delinquent behavior, children with behavioral disabilities, educational neglect, delinquent behavior, etc. are also used in the literature. All this existence of differences in the marking of a phenomenon is certainly a reflection of the inability to find a term that would satisfy all aspects of this complex phenomenon.

The term "at risk" has become a basic term in recent years to describe children and young people who are on the verge of many problems that threaten their positive development and successful social adjustment.

Commonly mentioned and confirmed in research, risk factors for the development of behavioral disorders and other risky behaviors in children and youth are:

- biological risk factors,
- individual and peer risk factors,
- school risk factors,
- family risk factors and
- community risk factors

Self-control, control over disturbing emotions and impulses is a competence that many believe is key or most prominent among other emotional competencies. This self-control should not be seen as emotional insensitivity or robotic emotionality, it is about controlling the distraction of emotions and impulses, controlling all the emotions that can block the useful and necessary actions and thoughts of a person. We need to differentiate between controlling our emotions. In control, it is about emotions that the individual is aware of, which can determine their intensity and their harmful or beneficial effect.

The parent-child relationship has a major impact on children's developmental behavior. The child's social behavior increases firmly and systematically as the relationship between parent and child decreases and collapses.

Children become anxious and hostile, their aggression and anger can be directed to the outside or to themselves, they are scared, unhappy and lack spontaneity in behavior. Lack of parental control, high levels of indulgence and non-imposition of restrictions allow exposure of children and young people to risky behavior.

Lack of parental control allows peers to influence risky behavior, incites violence and endangers the child's health (e.g. drugs, alcohol, cigarettes, etc.) and sends a message to the child that the parent does not care. Cold and indulgent parents are weakly sensitive to the needs and rights of the child, they lack understanding and warmth, they set little requirements and expectations which leads to an extremely critical situation.

Children who see parental violence and parental violence against other children learn that violence is the best or at least the easiest way to resolve conflict. Violence against a child destroys the trust and respect that a child should have for a parent. When a child loses a sense of closeness and attachment to his parents, he is more likely to develop asocial and even aggressive behavior.

Risk factors that originate in the family, in addition to directly affecting the higher occurrence of asocial behavior in children, they can also act indirectly, as they have a negative impact on the selection of friends and peers with whom the child spends time. Children from such families, where there is a lack of supervision and care, more often choose deviant peer groups for socializing and other risky behaviors (eg alcohol abuse, drugs, early sexual activity, etc.). (Velki, T.2010: 145- 149)

School or schooling is a necessary intermediary through which the child seeks integration into society, with the departure of school the child enters a new world in which he will acquire a certain amount of knowledge. In addition to academic knowledge, the child acquires other knowledge and skills for successful integration in school, but also in life.

School is one of the first and most important places where interpersonal relationships are developed and practiced.

This is why at school certain behaviors brought about by the family are modified, supported, developed, or taught completely new behaviors. Schools can create a coherent environment and climate that will be more powerful than any individual influence - teachers, classes, family, friends.

Although children go to school, school is not always "to their liking."

It seems that the school is based on the principles that are far from the man and his needs, and children and young people are different in their characteristics and after the experience they have gained in the home, they are forced to fit into the given school. It does not work for everyone and the reasons for the negative development are sought in certain factors that more or less likely affect the occurrence of asocial behavior. (Kranzelic-Tavra, V.2002: 3)

Factors that may affect student behavior may include:

- The school climate
- Teachers' competencies
- Bullying (harassment)

The quality of the social climate in school is common and is expressed through the following elements: the quality of interpersonal school relations, the perception of school security by teachers, students and parents, the existence of a prevention program and the reduction of student harassment.

A positive school climate is achieved when students feel comfortable, when they are valued and accepted, safe in an environment where real interactions are established.

Emphasizing the trained professionals, primary school teachers bring us to the issue of their competencies, especially promoting mental health goals, preventing the antisocial behavior of children during their stay in schools.

Pedagogical competence includes: generally acceptable design of teaching role, ability, skills and attitudes appropriate to perform appropriate practice.

It should be noted that a sense of competence leads to a sense of satisfaction, strength, perseverance, while a sense of incompetence leads to apathy, helplessness, anxiety, self-blame, and so on.

The competence of the educator affects the development of children, their achievements, behavior. Social environment puts today's teachers in situations of constant partnership, creating new knowledge, learning new skills, preparing activities and implementing them.

The teacher is considered a successful teacher if he / she has: basic knowledge of the subject of teaching, theoretical knowledge of learning and human behavior, to have a repertoire of teaching skills that will help children in learning, group work and cooperation with parents and the community. (Bashic, J.2008: 15-27)

The media, especially television, the Internet and mobile phones, have become one of the most important factors in socialization. They are a means of informing, forming, conveying values, creating visions of the world and life, shaping lifestyles and identities. New media have emerged as a new "social institution" in the process of socialization.

The role of the media is particularly important in adolescence, in times of uncertainty, and in the existence of personal and sensitive issues.

Digital media allows young people to have private communication that is not subject to the control of parents and teachers.

Prevention of antisocial behavior

Efforts to prevent or stop the development of asocial behaviors are complex, as are the very nature and causes of such behavior. We call this effort, which aims to develop some ways to prevent, stop and direct the phenomena in a positive direction, prevention.

Prevention is based on a multidisciplinary scientific approach that relies on thorough and applied research in various scientific fields and social activities, such as medicine, public health, education, psychology, psychiatry, social work, etc.

In order to better understand the essence of prevention, one can start by awakening its basic settings:

- to focus on the examination of the basic causal processes, which require identification of the risk factor;
- focus on groups or individuals who, due to exposure to multiple risk factors, are more likely to develop behavioral problems;
- the importance of timely identification of risk factors before their negative effect;
- coordination of preventive activities that contain different components focused on risk factors from different areas;
- focusing on the individual and his environment, because that behavior of the individual is a result of his interaction with the environment;
- the importance of respecting the social and cultural context, the system of values, norms and beliefs in the planning and implementation of preventive activities;

The most common approach to prevention is based on identifying people at risk. This type of prevention relies on knowledge of risk factors, protection and application of preventive measures that will prevent the action of risk factors and strengthen the action of protective factors. Great attention is paid to the individual, family, school and environmental capacities that can contribute to the prevention of the occurrence of asocial behavior (Homel, 2005, according to Šaljić, Z.2017; 58)

Programs that are tailored to the needs of their users are characterized by timely preventive action and sociocultural suitability of the program.

Timely implementation of the prevention program means that the program should be appropriate for development, and implemented before asocial behavior occurs. Programs that are "appropriately timed" are implemented at a time when they can achieve maximum effect in children's lives, ie before the risky development mechanisms to manifest their negative effect and lead to behavioral problems. If preventive interventions are taken too early, the positive effects may be absent or "faded" because they are premature in relation to the initial risks of developing antisocial behavior, but if they are delayed, behavioral problems may already manifest.

Conclusion

Of the utmost importance are prevention programs, which include concepts and skills that would help prevent asocial behavior. Parents need to help the child, through upbringing and education, understand the norms of social life and adhere to them in relationships with other people.

Family cohesion is a necessary condition for a normal family life, only the cohesive family is able to fulfill its functions, it can give its members not only the necessary protection but also a pleasant family atmosphere that will be useful to every member of the family. Social behavior is most noticeable in school. That is why preventive work in schools should be enriched. Timely detection of educational problems in students. In preventive work, it is best to start from the fact that the unfavorable family situation is reflected (manifested) through the child (student), and this is conditioned by the living conditions in the social

groups where socialization takes place (family and school) through which they are transmitted socially. values and the personality traits are formed.

Schools should have a fully formed professional team of pedagogue, psychologist, special educator, social worker. But as such a multidisciplinary team, few schools have it. Early detection, ie timely detection and diagnosis of the problem and, most importantly, early or timely intervention, is necessary and necessary.

Because, if the intervention starts when the problem is already so obvious, then it becomes clear that something is wrong here, in this case we can no longer talk about professional and early detection and assessment and early intervention. Everything is far behind us, and it remains to take the most drastic and most successful measures, and that is the most common distribution in closed or semi-open institutions, with a poor prognosis for success.

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