

## **THE ROLE AND THE EFFECTS OF LABELING ON SCHOOL FAILURE**

**Elena Hurjui**

**Lecturer, PhD, "Spiru Haret" University, Braşov**

*Abstract: This paper aims to address a topic of great practical importance for actors of educational field, both teachers and students: labeling students in class. By drawing this study stands out the investigation of academic reality and especially the interaction in class through interpretative methods contributes significantly to explain phenomena existing in educational field. The research aims to approach a theme of great practical importance for the involved parts: students and teachers, exactly the evaluation criteria used by teachers through the lights of labeling phenomena and also the teachers' opinions on the way of achieving the students' evaluation in class. The analysis of school failure was centred on pedagogical interaction between teacher and student. Each case of school failure has its own "history", which highlights that the school maladjustment cannot be reduced to a single causal factor. The student does not become a misfit just because he is "careless" or "forgetful", or "lazy" or "slow", as they say sometimes. The analysis of school maladjustment cases reveals a conclusion with general methodological value, according to which any effect is based on many cases that, in turn, can lead to more consequences. School failure is the expression of performance under the minimum school standards.*

*Keywords: labeling, educational field, school failure, school maladjustment, school failing.*

### **INTRODUCTION**

Creating this paper highlights the investigation of school reality and specifically the interaction in class through interpretative methods significantly contribute to explain existing phenomena in the educational field.

The research that intends to approach a topic of great practical importance for the parties involved: students and teachers, namely the assessment criteria used by teachers through the labeling phenomena and teachers' opinions on how to assess student achievement in the classroom.

School failure analysis has centered on pedagogical interaction between teacher and student. Every case of school failure has its own history, which highlights that cannot be reduced school maladjustment to a single causal factor. The student does not become a misfit just because he is “careless” or “forgetful”, or “lazy” or “slow”, as they say sometimes. The analysis of school maladjustment cases reveals a conclusion with general methodological value, according to which any effect is based on many cases that, in turn, can lead to more consequences.

School failure is the expression of performance under the minimum school standards

School failure can be determined as a state of school performance specific to school subjects at a time, but he installs procedural usually in steps with progressive degrees of dysfunction in school performance and in attitude towards school requirements.

Combating school failure and even prevention is possible; in terms of controlling and management for the benefit of educational achievement, of interpersonal relationships within the family and within the school relationships of the child, school maladjustment concept would not be justified, unless in cases of the objectives deficiencies such as psychophysiological disorder, mental disability.

## **Research purpose**

The present research intends to approach a topic of great practical importance for the involved parties: students and teachers. We wanted to know the students views on assessment criteria used by teachers through the labeling phenomena and teachers' opinions on how to assess student achievement in the classroom.

### **Research objectives**

- identification of labeling phenomena presence in teacher-student relationship;
- identification of labeling phenomena effects on students;
- identifying the measure to which teachers and students are aware of the presence of these phenomena and their effects;

- identifying the measure to which labeling phenomena have negative effects on the objectivity of evaluation.

### **Research hypothesis**

- ✓ The presence of those phenomena has predominantly negative consequences on students achievement;

- ✓ If the evaluation is accompanied by negative labeling of the student by the teacher, then school results drop.

### **Research methodology**

In the conducted research survey method was used with the investigation questionnaire tool (for students) and interview (for teachers) to fulfill the terms of achieving both quantitative techniques and qualitative one.

The questionnaire contains 19 questions for students, 3 of them are questions of identification and the rest are centered on established objectives. Research purpose was presented to pupils and they were trained to complete the questionnaires.

### **Setting sample**

In the quantitative investigation case, the sample is made of 52 pupils from VII and VIII classes of secondary school. They selected pupils from secondary terminals classes because they started from the premise that they, being more time actors in educational field can more accurately assess and identify labeling phenomena, easier than younger students.

Regarding qualitative investigation were interviewed a total of 10 teachers.

### **Data interpretation**

The questionnaire addressed to student begins with **three identification questions**. After centralizing the obtained data, we inventory 23 respondents, students of VII class and 29, students of VIII class, of which 30 are girls and 22 boys. 49 of these are Romanian and 3 belong to other ethnicity.

To the question: The notes school track knowledge level to students They have acquired the knowledge is allowed however sometimes, notes does not reflect entirely measure in which student it is prepared, was admitted the notes does not reflect entirely measure in which student it is prepared and students they were asked mention to what extent i think notes reflect their knowledge

A proportion of 8.93% of respondents believe that the notes reflect greatly students' knowledge; 51.79% - much; 32.14% - less; 5.36% find that notes reflect students' knowledge very little, while only 1.79% of study respondents believes this is not done at all. So knowledge is reflected by notes, largely, in the opinion of most subjects.

To the question: In case of the notes not knowledge students, says what the extent considered note it is influenced the following reasons, was dashed measure in wich noting it is influenced on the following aspects: notes received previous the matter that, notes from other matters, discipline student during bussines hour, sympathy or antipathy professor to certian students, the student's physical appearance, it belongs to an ethnic minority.

Most of the respondents, 41.07% believe that the notes received prior to that discipline greatly influence the manner in which teachers give notes. 30.36% of them believe that this is one of the reasons that influence very much students' grading, 10.71% - less, and 8.93% consider that notes are very little/not at all influenced by this reason.

Most of the surveyed students - 35.71% consider that student discipline during classes greatly influences the received notes, and 32.14% of them consider that student discipline influences very much the received notes. 14.29% believe that discipline influence less, 12.50% - influence very little and 5.36% not at all.

In the majority - 39.29%, subjects agree that physical appearance of students does not influence at all the way teachers give notes, while 21.43% of them agree with it very little and 10, 71% agree - a little. 16.07% of them believe that physical appearance condition the notation, and 12.5% believe that this is very common.

Student belonging to an ethnic group not at all influence the way teachers give notes, believes most of the subjects - 36.61%, 18.75% consider this aspect influence very little on the rating, while 23.21% believe that influence just a little. The notation is greatly influenced by belonging of the student to an ethnic minority, in the opinion of 5,36% of respondents, more in percentage 16.07%.

To the question: In your class are students of theachers have some dislikes ?

Most of the respondents - 74.11% consider that there are students in their class to which teachers have certain dislikes, while only 25.89% of them believe that are not in their class this kind of students. Analyzing the obtained responses, can be observed that most subjects believe

that in their class there are many students preferred by teachers than students against teachers show some dislikes.

To achieve more relevant results we consider necessary to find the opinions of teachers about labeling phenomena: if this phenomena are found or not in educational practice, how it feels and if these phenomena have consequences which condition the student's school way whom they are addressed. Unlike the students, whose opinions were investigated through the questionnaire, teachers' opinions were investigated through interview.

From surveyed teachers a number of three were male and a number of seven were female, five of them have Grade Teacher I, three are additional teachers and two have not specified teacher grade, age was specified in only three cases: 31,35 and 52 respectively, and their specializations were: physical education and sport, music education, history, English, French, math and a teacher.

The first question addressed to the teachers attest that, most often, the grades accorded to the students accurately reflect their level of preparation. It was admitted that, sometimes, school notes deviate plus or minus from the actual level of benefits and teachers were asked to say to what extent consider that such deviations occur, thinking both on personal experience and the experience of others colleagues. At the next question: “what factors do you think influence the assessment deformation?” the responses received are similar and focused largely on the aspects punctuated by most of the surveyed teachers. The most common issues were notes previously received by the student to that matter, which were found in the responses of seven of the interviewed teachers, then followed equally the student discipline during classes and emotional status of the teacher, who were mentioned five times in teacher responses. One interviewed subject reminded of belonging of the student to an ethnic minority.

The interview continued with the question: “what qualities do you considered that a student must have to get high marks?” The answers were: the seriousness of student, their attention during classes, their desire to know, to learn and do new things, their active participation in class, their easiness, discipline, conscientiousness, creativity, their concentration ability, logical thinking, intelligence. Also were mentioned the volume of knowledge and the submitted effort in doing homework.

To the question: “do you think there are students who will never be able to get high scores, no matter how much they try?” “ four teachers have told us that such cases do exist, and

the rest agreed with this idea, motivating their opinion by exemplifying the causes that generate situations of this kind: the lack of education at home, the wrong entourage, the disinterest of teachers, the lack of interest of students towards certain materials, their reduced intellectual capacity and not the last, medical reasons were mentioned.

It returned in the interview conducted with the teachers a proposed situation which was investigated by the student's views: "suppose a very good student, who usually learns seriously, was not prepared for a certain lesson. How do you think the teacher should proceed? Definitely the most interesting responses we received to this question. This time the teachers' opinions were divided. Two of them believe that the student should be scored as he deserves "not to create a precedent in class" or "not to differentiate between pupils". Five of them are convinced that the student should not be penalized because "in a case of a good student there is definitely a cause that generates such a situation." "We have to build up this case with a discussion with the student after the hour" and "the teacher must give a period in which the student undertakes to recover the unprepared matter and helps him in this endeavor". Three teachers believe they should be malleable and "penalize the student only when this situation repeats itself", because "once, twice the good student can be forgiven " or "to a good student must be given another chance".

After going through the entire interview, it can be observed that this was the question which scored best the manifested differences in teacher's behavior addressed to better prepared students / those less prepared.

## **CONCLUSIONS**

By drawing this study stands out the investigation of academic reality and especially the interaction in class through interpretative methods contributes significantly to explain phenomena existing in educational field.

The educational system is just one component of the global social system so that reflects its conditions and possibilities. In all the debates on transition prospects (rhythm, orientation, social costs), it reaches almost invariably to a key issue: human resources. In this context, the education system is not considered a simple social service, but an area with major implications for change and growth.

I think is required a process of mutual adjustment between the two factors in assessment of school failure: the student to be helped to know in terms as clear as possible what in fact lag behind in school, to present him, in other words, those intellectual incompetence and wrong

habits that do not provide an adequate understanding and use (efficiency) of information, and the teacher to make the effort to know the student's subjective world. Also, psycho-pedagogical rehabilitation measures planned by the school will be unilateral, addressable only to student without a consistent attempt by teachers to evaluate critically their work.

Recent developments signal anomic context of formal education, which face increasingly worrying phenomena of maladjustment and dropout. Such a situation is put by some analysts on account of distance that exists between school culture and extracurricular reality, leading to loss of motivation, to failure, labeling and marginalization.

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