

**EDITORIAL.**  
**ABOUT ATTITUDES AND CONVICTIONS THAT UNDERMINE  
THE EDUCATIONAL MISSION OF THE ROMANIAN SCHOOL**

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When confronting daily disappointments regarding society that we are living in, worries about the direction things go to, from daily indolent acts until completely antisocial behaviors, from corruption to indolent attitudes toward environment, many voices invoke a values crisis that we're passing through. And very often, the origins of this crisis are associated with school, with its unaffectedness, with the failure of the educational system to deliver healthy and adequate education for the upcoming generations.

Education means modelling behaviors in order to act according to social rules; it means modelling attitudes toward ourselves, toward others and society, toward environment, toward work and personal becoming. It means to build values like honesty and courage, love and respect, generosity, dignity, diligently and others, but also to prevent and fight against laziness, corruption, cheating or indolence. Education begins where natural instincts end, beside our exclusive wellbeing, it begins where others, society or environment matter. Instruction, on the other side means developing skills, from basic ones, like reading, writing or computing, to more complex abilities like using a tool, a computer program or making a strategy.

Few decades ago, school, along with family, church and society as a whole through its' social control mechanisms (including laws and judicial systems) used to be the main education sources. But how actual is such a state of the art? Who deliver education nowadays?

The main thesis of this article is that we assist to a mutation process, where the educative role of the school loses territories. Our aim is to analyze the changes that happened on the educative scene, who are the new educations actors and to emphasize factors that could contribute to such changes. Here we emphasize a few psychological factors and mechanisms that may undermine the educative influence of school institutions.

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*From "like what you do" to "do (only) what you like" attitude*

The importance of intrinsic motivation in any activity, like when we love our job or we're aimed by reasons like curiosity or the simple pleasure of doing a process irrespective if it's result is a success or a failure is already a truism. But, on the other side, any activity involves less pleasant sequences or moments, life itself determines us to do things that we don't like, but can be important or even necessary. As social media abounds in highlighting extremely attractive aspects of other's life, like expensive holidays, luxury cars, extravagant parties, but not the hidden and less attractive inherent aspects, unrealistic, but tempting perceptions of life can be feed. And in this context, the probability to adopt the attitude to do only what we like is very possible, as an attempt to have the idyllic life we just saw. Of course, there's nothing bad in doing activities that we like, but complex processes like preparing for a career always involves less appetitive aspect, dirty jobs that have to be acquired in order to become a specialist. In my teaching activity I often met situations where students avoided or treated superficially a task simply because they didn't like it, and it may be an example in which an attitude undermines a proper instruction. Social messages like "Just be yourself!", "You have only one life. Live it!" also promote the same propensity.

*The power of negative examples in family*

As school's educative role is constantly decreasing, a significant part of it should be taken by family. The behavioral pattern acquired in early childhood with parents as models is the foundation of children's education. In line with this, many parents struggle to have a good influence on their offspring. But what happens when a parent says one thing, but he's doing the opposite, saying in the same time that it's not right what he just done and the kid shouldn't do the same? Will that child do what he is recommended to do or that what he just saw? A child will not always follow parents' instruction, he will be rather prone to imitate that parent's behavior. The probability that a child to like reading is less probable if he never saw its parents doing this; but when a young boy sees he's father cheating, the probability to do the same later is quite high. When the family only talks the talk, but doesn't walk the talk, the educative influence that school could have is seriously undermined.

*Misunderstood rights and freedom*

Freedom is clearly one of the capital rights and values that we have, and, in light with this, the right to decide what enters our minds and how to behave seems to be a legitimate wish. When we live in a community, on the other side, the freedom to do what we want, irrespective of others, including the freedom of being uneducated or "educated" into our own rules, may have a negative impact on others freedom and lives. Often, freedom comes

with an adversity against control and, in these conditions, school may instruct us, but it's educational influence is considerably diminished.

*Choosing the easy way*

In a world where architecture has to be simple, but pragmatic, where furniture has a minimalist style and even food has to be fast and frugal, there is an increasing appetite for the easiest, fastest and the simplest way to success and, in light with this, it seems to be normal to apply the same cliché for education. Choosing the easy way is tempting, but, on the other side, it slows down our development. Constantly avoiding those tasks and situations that get us out of the algorithms that we already know will preserve an eventually high self-esteem, but will also be a pervasive obstacle toward success.

The thoughts above are just a few of the factors that, together with others, could undermine the educational mission of Romanian school, for a more accurate perspective, the phenomenon needs an in depth empirical analysis.

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