



New Trends
in Psychology

Case Study Regarding the Identity Crisis

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Abstract: The crisis can be defined as an event or a complex of unexpected events, unexpected but also unplanned, generating danger to the climate, health or safety of the class and its members. The management of the class is defined by Romiță B. Iucu in the paper mentioned above, as “the optimal strategic management of the instructive-educational activity, designed and carried out in an educational unit / class of students”. School maladaptation - is defined as the set of psycho-behavioral manifestations characterized by temporary lack or difficulty in integrating or accommodating the individual to the educational social environment. I chose to analyze a case study of an A.E. from the 12th grade from the high school with a sports profile in the city, where I also do the internship, due to the specific problems of adolescence, suffers from an identity crisis, reflected in the tendency to drop out of school and leave home.

Keywords: crisis; school management; self-confidence; causes; psychotherapy; strategies; objectives

1. Introduction

There are many cases in which the teacher faces some seemingly insolvent situations that affect the smooth running of classroom activities.

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The crisis can be defined as an event or a complex of unexpected events, unexpected but also unplanned, generating danger to the climate, health or safety of the class and its members (Iucu & Romiță, 2006).

The mechanisms to predict, delimit, define, control and solve a crisis situation require a great effort, firm but prudent intervention strategies, an increased consumption of nervous and physical energy, with chances to determine consequences difficult to assess in terms of mental balance of the people involved. The traumas can be significant as the “tentacles” of the crisis also tend to dominate related elements, apparently not involved in the generating situation.

In one of the most interesting works recently published in the American literature, “the crisis is described as a significant emotional event, caused by radical change, characterized by a temporal instability” (Decker, 1998).

The management of the class is defined by Romiță B. Iucu in the paper mentioned above, as “the optimal strategic management of the instructive-educational activity, designed and carried out in an educational unit / class of students”.

Doing classroom management means using a set of tools to manage the relationship between teacher and students on the one hand and between students on the other. This set of tools is offered to teachers to make their work easier and to help them build a healthy work environment. School maladaptation – is defined as the set of psycho-behavioral manifestations characterized by temporary lack or difficulty in integrating or accommodating the individual to the educational social environment.

The concept of maladaptation is the mark of the psychological perspective; the maladapted child is the one whose behavior, regardless of the cause, prevents him from benefiting from the usual educational and social experiences, both in school and at home. Any conduct of school deviance implicitly implies a form of maladaptation. It is very difficult to establish a specific difference between the two terms. If we take into account the fact that the strongest predictive indicator of school adaptation is school success and that there are some well-adapted students who show deviant behaviors, then we would be inclined to believe that “school deviance” has a much wider meaning than of the concept of “school maladaptation”.

There are forms and degrees of maladaptation of different intensity, which have in common the generation of dissatisfaction at the individual level (tensions, failures or failures) that combined can promote the occurrence of psychopathological disorders

and social damage (disrupts interpersonal communication, instruction and education).

In the incipient phase, school maladaptation is manifested by dissatisfaction that produces fears and discouragement. Repeating them over time is likely to chronicle the student's anxiety, frustration. This state determines gestures of revolt (impertinence, hostility) towards the school and towards the teacher and perpetuates the conflict situations with colleagues.

The maladaptation is largely due to dysfunctions in the organization of school life, as well as to dysfunctions that persist in terms of teacher-student relationships that are able to maintain a generalized state of stress.

I chose to analyze a case study of an A.E. from the 12th grade from the high school with a sports profile in the city, where I also do the internship, due to the specific problems of adolescence, suffers from an identity crisis, reflected in the tendency to drop out of school and leave home. The objectives pursued were: determining the causes; elimination of causes; and proposing an educational intervention project.

A. Presentation of the case - current situation:

- Identity crisis;
- Leaving the parental home;
- Frequent absence from school;
- Joining a group of "friends" with questionable moral integrity

B. Procurement and systematization of information

1- The history of school evolution.

During high school, from the ninth to the present, she was a very good student at the school, being at the head of the class

2- History of intellectual development.

The student has a normal intellectual development, corresponding to her age.

3- Family history.

Because the student's father died, when she was only 10 years old, the mother remarried. , from an emotional point of view, the relationship was no longer the same. Due to the lack of mother-daughter communication, the latter closed herself

in “her world”, refusing any advice or advice from the mother. Her stepfather’s good intentions to keep an eye on her, to take an interest in her school situation, only made her quite irritated. Because her older brother also had problems adjusting to the new family, abandoning her and trying to live on his own, now realizing the mistakes he made, he tries to guide his sister with advice for her.

C. Discovering the causes.

- Mother’s remarriage;
- The non-adaptation of the student to the new situation in the family, which led to the onset of a crisis of the student’s identity;
- Entering a “dubious” circle of friends.

2. Configuring the situation

Following repeated discussions with the student and her mother, both privately and together, it was found that the student would like to return home and try to improve family relationships. He would also like to resume classes, saving his situation at school on semester I.

Following the intervention of the school psychologist and the psychologist from the “Child Protection Office”, the student was helped to understand the seriousness of his actions, and the consequences that could have had on his entire development as a human being.

3. Development of Action Strategies

- It acts on a personal level by:
 - Increasing self-confidence;
 - Changing the student’s attitude towards parents and relationships with them;
 - Psychotherapy sessions;
 - Modifying its value system.
- It acts at the level of the class of students.
 - Facilitating group reintegration;

- Requesting the student to carry out group activities;
- Participation in extracurricular activities.
- It acts at the level of all factors:
 - Parents, assisting parents in clearly establishing rules, limits and consequences for behavior, establishing clear rules at home or in the sun, awareness.

Parents in relation to behavior, raising the level of esteem of both parents and students.

The short-term objectives have been achieved and a positive change has been observed. She is no longer absent from school unless she is ill, she has become confident in her own strength, and she communicates better with all her classmates. Progress in learning and adaptation was soon observed. She is more and more active, she rejoices for any result obtained and any positive appreciation.

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