

## BOOK REVIEW

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Carmen Palaghia, *Dimensiuni ale devianței școlare. De la identificare la prevenție*  
[*Dimensions of School Deviance. From Identification to Prevention*],  
Editura Pro Universitaria, București, 2016

Carmen Palaghia is the author of the book entitled “Dimensions of school deviance. From identification to prevention”. Currently, the author is a lecturer at the Faculty of Philosophy and Social and Political Sciences, Department of Sociology and Social Work at “Alexandru Ioan Cuza” University, Iași. The didactic and research activity focuses on areas such as school violence, school deviance, human trafficking, public-private partnership management and partnership in social assistance, public offer and negotiation.

As far as the academic park is concerned, the author has graduated the Social Work specialty, the “Social Management and Community Development” Master, and later in 2013, he obtained her Ph.D. in Sociology with the subject “School Deviance and Formation of Social Responsibility”.

This work appeared on the bookstore shelves in 2016 under the aegis of the ProUniversitaria Publishing House, Bucharest, with a total of 147 pages. As a structure, the book has a theoretical part dealt with in the first two chapters and a practical one in the third chapter. The first chapter is called “School Deviance. Problems and analyses of deviant behaviours in the school and family environment”. In this chapter, we present the main concepts underpinning the phenomenon of school deviance, such as “anomia, education, conformism and nonconformism in defining deviance”. In essence, the close relationship between school deviance and social deviance is illustrated, and from the correlation of the two concepts derives the conclusion that school deviance is “an extension of social deviance.”

The second chapter illustrates the problems of “Predeviance and forms of school deviance”. Their understanding is due to the fact that we are already acquainted with some of the specific terms of the first chapter, which are practically an introduction to the theme and problems of school deviance. Also in

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the second chapter, “the main forms of school deviance, the characteristics of the school in the prevention of violence, the particularities of social prevention in contextual prevention, the school and community prevention of violence, the role of the social assistant in the school in the formation of responsibility in pupils and, last but not least, the dimension of school deviance in the context of social research”.

Through this theorization of the phenomenon of school deviance, the author described the phenomenon of school deviance and its main characteristics. Also, following the reading of the first two chapters, we come to the conclusion that the incidence of school deviations has reached alarming odds in educational units throughout the contemporary society. We can conclude that the theoretical part is smaller than the part in which the data analysis is presented. At the same time, some concepts illustrated and presented in the first two chapters could be analyzed in a more detailed manner. Therefore, the choice of the author to synthesize the theory is due to the fact that the paper is intended for the methodological research of the phenomenon of school deviance.

Considering the practical part of the paper, in the third chapter titled “Dynamics of deviant behaviour among pupils in the school environment”, the author presents the results of the sociological research carried out on the subject of deviance between May and June 2015 in four lyceum units from the city of Iași.

As methods and techniques used in sociological research, the researcher used the factual documentation, the direct and indirect observation, the questionnaire applied to pupils and teachers, the interview / interview (with teachers - teachers, parents from the Committee of Parents, psychologist from the four school units, social workers, the family assistant from DGASPC, with a school inspector, the directors from the four schools), the author added to these methodological approaches an interesting focus group with pupils, teachers and parents.

As a result of this sociological research, the author reached valid conclusions about the phenomenon of school deviance - seen through the eyes of pupils, teachers, parents, but also of other specialists who have the competence to contact the student with deviant manifestations and behaviours in the school space. Following the interviews and questionnaires, the main conclusions of sociological research are as follows: “teachers consider to a greater extent that deviance can be generated on the one hand by school inadvertence, and on the other hand by video violence; both categories of respondents placed first-place disrespect for school teachers as a current and worst form of deviance reflecting the lack of adaptation to the school environment; for both teachers and pupils forms of school deviance or delinquency such as physical violence and attitudinal - verbal attitudes towards teachers, colleagues and other people in school, would constitute acts that could be punished by law”.

As the bibliographic sources used, the author has recourse to the writings of leading scholars who have approached and researched the phenomenon of

school deviance. Among them we can list Maurice Cusson, Ioan Iacobuță, Cristina Neamțu, Laurențiu Șoitu, Cornel Hăvârneanu, Vasile Miftode and many others.

We can finally ask why did the author approach the subject of the phenomenon of school deviance and not another one as relevant to the functioning of the educational environment? The answer is very concise, school deviance is a global phenomenon that needs to be treated with seriousness by many categories of specialists (teacher, school counsellor, social worker, psychologist, policeman, physician). They come from various fields such as education, social assistance, psychology, pedagogy, medicine and have the competence to prevent and intervene in cases of school deviance manifested by students in school, family or community space.

In conclusion, the work of Carmen Palaghia, “Dimensions of school deviance. From Identification to Prevention” is intended for a wide audience, including, of course, students, teachers, social workers and public order specialists, parents and even students. Also, for me, the work can complete the findings of research and many other specialized studies.