

HEREDITARY AND SOCIAL FACTORS OF DRUG USE

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Abstract

The child acquires through education norms, values, models that then manifest as personal choices in his behaviour. The formation and development of human personality is therefore an oriented, organized process awarded thru education. In this regard, E. Surdu points out that: "Education traces the hereditary provisions, differentiates them, modifies them, speeds up their functioning, adds to their strength, and makes them qualities¹." At the same time, "the unorganised influences of the environment are directed by education, giving them to man in the pedagogical form, to make them sustainable and consistent.²" It is rightly said that one of the defining elements of contemporary society is change. The new millennium we stepped in has inherited many social, economic and political problems that, although they have largely marked the last half century, are far from finding their solutions. Among these issues, international terrorism, racism, trafficking and drug use, increasing the number of the poor, the illiterate and the unemployed, etc. Education seeks to help alleviate these issues through specific prevention actions. Because of the failure to find solutions, we can say that education is in a crisis situation, through crisis understanding the gap between the learning outcomes and the expectations of society.

Keywords: Education, drugs, contemporary society, behaviour, heredity

1. Introduction

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2. Education

Essential characteristic of the human being and distinct pedagogical category, educability was enjoyed by the majority of researchers in the field of education sciences, being defined as : "the ability of man to be receptive to educational influences and to achieve, in this way, progressive accumulations materialized in different personality structures"³ or "the ensemble of the possibilities to influence with educational means the formation of the personality of each human individual within the psychogenetic limits of our species and the innate features that give each one its genetic individuality."⁴ or "the ability of the human being to be educated, to be subjected to educational action, to benefit from it in the form of its physical, psychological, behavioral development."⁵

From these definitions, we note the fact that regardless of the multitude of ways of defining, educability is a specific attribute of the human being. In this sense, Kant argued that man alone is educated, because he carries in him the possibility of being different than he is. He is perfectible and perfectibility is the *sine qua non* condition of education⁶.

Progress recorded in biological and psychological research since the middle of the last century have

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¹ E. Surdu, Lectures on general pedagogy. A socio-pedagogical vision, E.D.P Bucharest, 1995, p.46.

² Idem, p.46.

¹ Idem, p.46.

² Idem, p.46.

³ E. Paun, Educability, in the Pedagogy Course, University of Bucharest, Bucharest, 1988, p. 41.

⁴ I. Negreț, Educability. Factors of Personality Development, in the Pedagogical Manual, All Educational Publishing House, Bucharest, 1998, p.94.

⁵ E. Surdu, Lectures on general pedagogy. A sociopedagogical vision, E.D.P, Bucharest, 1995, p. 35.

⁶ Immanuel Kant, Critique of Practical Reason, Ed. Univers Enciclopedic, Bucharest, 2010.

prompted most researchers to focus on the factors that contribute to the formation and development of the human being, to its becoming a biological being in the social being:

- Heredity
- Environment
- Education

The distinction between these researchers consisted in accepting or accentuating a particular factor or another.

2.1. Theories about education

On the field of educability of the human being, different positions of pedagogical thinking have been confronted, having as a criterion of differentiation the accentuation to the absolutization of the role of a factor to the detriment of another in forming the personality of man.

Depending on their orientation, the hereditary theories, the ambientalist theories appeared, and the fundamental contradictions between them determined the specialists to adopt a third orientation, namely the theory of double determination.

2.1.1. Hereditary (inherited) theories

These theories support the fundamental role of heredity in becoming the human being, having its origins in biology research. In their view, heredity determines any evolution of man. I. Dumitru and C. Ungureanu⁷ believe that the main limitation of this theory is the discovery of environmental factors and education in the becoming of the human being.

Hereditary conceptions inspired extremist theories that claimed the superiority of some races over others.

2.1.2. Environmentalist theories

Unlike hereditary, the representatives of these theories displayed absolute trust in the power and value of socio-educational factors: the environment and education.

They deny the role of heredity. Although they were in the opposite poles, the representatives of ambient theories, as well as those of hereditary theories, were inspired to support their ideas from the results of biology research:

- Transformational thesis by Jean Baptiste Lamarck, who argued that in the evolution of living creatures, the environment has the fundamental role.
- The theory of heredity acquired: Experienced acquisitions by members of a species would fit into genetic memory and would then be transmitted from ascendants to descendants.

The limits of the two types of ambient and hereditary theories therefore consist in the absolution of the role of a certain group of factors in the formation and development of the human personality, denying others.

2.1.3. The theory of double determination

With the intention of overcoming the unscientific and unilaterally character of these two guidelines, some researchers have adopted a middle position. They recognized the interaction of the three factors: heredity, the environment, education in the process of forming the human being. Future research in human sciences will certainly bring new clarifications on human personality.

2.2. Factors of the becoming of the Human Being

The educator is often tempted to “rebuild” the one he is educating and is entrusted to him. So, he does not take into account the past of the one he educates. But this is a wrong point and researcher H. Atlan wrote, “*We always start by going away from something.*”⁸ This is an individual marked by past or present individual or sociocultural determinations.

2.2.1. Heredity - a premise of psychoindividual development

Heredity is the biological feature of beings that designate the complex of predispositions that are transmitted from ascendants to descendants through genetic mechanisms⁹.

Every human is the bearer of the general features of the human species: the bipedal position, the anatomical-physiological structure, the types of reflections, and the hereditary characters transmitted directly from its own ascendants: the color of the skin, the eyes, the face's conformation, certain features of the blood group, etc.

General and particular heredity make up the material substrate of heredity. The concern of researchers who studied the factors of the human being was centered on the determination of the significance and the weight of the hereditary heritage in the formation of personality. The question they posed was whether heredity can be considered a factor with a determined role in this or vice versa. In conclusion, we can say that heredity does not necessarily determine the types of behavior, but only predispositions.

2.2.2. The environment, framework for existence and psycho-individual development

The environment is the set of natural, material and social conditions that make up the framework of man's existence and give him a diversity of possibilities for psycho-individual development. From this point of view we are mainly interested in:

- what is the structure of the environment;
- which structural components of the environment have a greater influence on human personality;
- how the environment is acting upon the becoming of the human being.

The structure of the environment is as follows: depending on the reference moment in human life, before or after birth, we speak of influences of the

⁷ I. Dumitru, C. Ungureanu, *Pedagogy and Elements of Educational Psychology*, University Paper, Bucharest, 2005, p.26

⁸ H. Atlan, *Tout, non peut être*, Editions Le Seuil, Paris, 1991, p.16.

⁹ I.Dumitru, C. Ungureanu, op. cit., p. 28.

internal environment and influences of the external environment.

In the prenatal phase, certain internal influences determined by the intrauterine environment are exerted on the child. This influence is not so important, but it can not be neglected either. The totality of external influences exerted on man throughout his postnatal period is the external environment in which a distinction is made between the influences of the physical or primary environment and the influences of the social or secondary environment.

Physical environment is the natural environment in which man carries out his life and encompasses all the bioclimatic conditions (relief, climate) that influence his biological development and maturity (height, skin color) and the way of life (trades, clothing, specific nutrition). Its influences on human psychological development are regarded by experts as irrelevant. Physical environment does not act and does not directly influence man's mental development. The social-human environment is subjected to social determinations that have a much stronger impact on its psychoindividual development.

From the point of view of becoming the human being, we define the social environment as the set of influences that arise from the interaction of man with all the economic, political and cultural conditions that impose their imprint on psychic development¹⁰. The influences of the social environment on man are:

- direct, by:
 - the schemes of conduct offered by the other members of the community to which it belongs. Man applies these rules throughout his life.
 - language as a means of communication and transmission of cultural capital and of the whole knowledge accumulated through the group's experience.
- Indirect, by:
 - members of the family who play the role of a medium factor between them and social reality and who themselves are influenced in their behavior by the culture of the group to which they belong.

Human behavior reflects the social culture that is incorporated into its thinking and actions, and thereby ensures its transmission from one generation to another. According to H. Hannoun¹¹, social culture as a product of the social environment, embodied in certain personality structures, has four components:

1. Technological component

Each social group is characterized by a technique and technology to which all individuals adapt. The European man of the 19th century was adapted to the steam car, the 20th century one at the Information Technology, and tomorrow he will adapt to an environment where the computers will be the basis for communication between groups.

2. The ritual component

The level of social habitus implies specific behaviors for learners. Its members respect a certain ritual, and if a person deviates, she will be marginalized in the group (Eg initiative rituals like baptism, circumcision, polite rituals, etc.).

3. The mythical component

Myths are common ways of thinking more or less stereotypical and characteristic of the group.

4. The language component

Language as a means of communication among the members of the group is a characteristic of their similarity and gives them the feeling of belonging to a certain social environment.

The social environment acts on the psychoindividual development of man through the social group that determines a common habit. The main characteristic of the social environment is diversity, non-uniformity. Depending on their impact and content, as well as their degree of organization, the influences of the social environment are organized and spontaneous.

Organized, institutionalized influences from the social environment are exercised by the family and school, but also by various socio-cultural institutions, mass media, etc.

However, the social environment also exerts spontaneous, unintentional educational influences resulting from everyday activities in the child's entire living environment: urban civilization, village life, age groups, circle of friends, etc.

2.2.3. Education, a determinant of psychoindividual development

Education is the decisive factor of the person's psycho-individual development. It systematizes and organizes environmental influences. It has a social function, being the intermediary between man and environmental conditions.

The child acquires through education norms, values, models that then manifest as personal choices in his behavior. The formation and development of human personality is therefore an organized and educated process. In this regard, E. Surdu points out: "*Education traces the hereditary provisions, differentiates them, modifies them, speeds up their functioning, adds to their strength, and makes them qualities.*"¹² At the same time, "*the influences of the environment, not organized, are directed to education, giving them the pedagogical form, to make them sustainable and consistent.*"¹³

It is rightly said that one of the defining elements of our contemporary society is change. The new millennium we step in has inherited many social, economic and political problems that, although they have largely marked the last half century, are far from finding their solutions. Among these issues,

¹⁰ I. Nicola, *Pedagogie*, E.D.P., Bucharest, 1992, apud I. Dumitru, C. Ungureanu, *op. cit.*, p. 34.

¹¹ H. Hannoun, *Comprendre de l'éducation*, apud I. Dumitru, C. Ungureanu, *op. cit.*, p.34.

¹² E. Surdu, *Lectures on general pedagogy. A sociopedagogical vision*, E.D.P., Bucharest, 1995, p. 46.

¹³ *Idem*, p. 46.

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Among the specific and general solutions found, we mention:

- Innovations in the design and development of educational processes;
- introducing new types of education into the school curricula;
- Strengthening links between school and extracurricular activities;
- Initial and continuous teachers training;
- Cooperation between teachers, pupils, parents and local officials;
- Organizing exchanges of information between European States;
- Rethinking the education process in order to successfully integrate young people into professional and social life.

The problems of the contemporary world have led to the formation of new types of education, including:

- Permanent education or adult education;
- Education for democracy and human rights;
- Peace education;
- Environmental education;
- Health education;
- Intercultural education;
- Leisure time education;
- Education for communication and media;
- Education for change and development;
- Education for a new international economic order;
- Modern economic and modern education.

The content, aims and objectives of the new education propose an approach through which education seeks to respond to the demands of the contemporary world and to bring a change in the educational act in favor of education based on innovative, social and adaptable learning.

The important weight of youth in the contemporary structure of contemporary society as well as its ever-increasing contribution to the different spheres of economic, social and spiritual life reinvigorates older and newer discussions and controversies on the status and role of this highly mobile age group creative. Youth is a social category subject to different bio-psychic and socio-cultural determinations, but individualized through a series of age, thinking, skills, mentality and behaviors.

The experience gained by non-governmental and governmental organizations through its programs of information, education, support, guidance, counseling and practical involvement in preventing and intervening in solving cases where children are victims

of various forms of neglect within the family and the society in which we live is particularly important and the fact that many young minors fall prey to drug use and criminal offenses, so many of them reach rehabilitation and penitentiary centers for minors and young people as a result of crimes which they commit, justifies once again the importance of addressing all the resources available to combat this phenomenon.

Conclusions

One of the most important functions of the family is the education and training of young people with a view to their optimal integration into life and social activity. Studies on juvenile delinquency have shown that the atmosphere of disorganized families, the lack of parental authority, control, and their affection, as a result of divorce, have led children to adopt social and antisocial acts.

Also, there are some families that, although organized, are characterized by accentuated conflicting states that can be of varying intensity and can extend over different periods of time. In these families, because of their great sensitivity, children receive and live intensely any "event".

The main effect of conflicting interpersonal relationships within the family on the personality of children is the devaluation of the parental model and the loss of the possibility of identification with this model. Not infrequently children who feel strongly the influences of the familial conflict climate run away from home and seek to find different groups of belonging which, in their turn, can be antisocially oriented. The escape of children is associated with the lack of purely extra-family supervision with a great delinquent potential.

Also, the excessive severity, with many rigidities, with bans, sometimes not brutal, with all sorts of deprivations, leaves its mark on the process of forming the child's personality. Keeping a child in a hipersever climate gradually drives serious changes into one of the most important dimensions of personality translated into a phenomena of apathy and indifference to what it has to do or to the relationship with others.

In the face of the over-hater and hyper-aggressive parent, the child has no alternative but blind obedience, unconditional in relation to his claims that also affect seriously the development of his personality. There are also superprotective parents who have simply invaded the child with emotional investment, but not assuring educational treatment can lead to delinquent conduct, mostly explained by low resistance to frustration.

The research also confirms that there it is a correlation between delinquent conduct and schooling level, meaning that juvenile delinquents usually have a very low level of school education.

It can be said that the level of juvenile delinquency of a country sufficiently reflects the interest and capacity of this society to resolve the difficulties of raising and educating younger

generations, and at the same time warns of the gravity and extent of tomorrow's criminality level.

The teenager of these troubled times encounters difficulties and multiple situations of conflict in the course of his integration into the social and legal field. At the microsocial level, preventive programs should aim at revitalizing the educational and social control functions of the main social institutions: family and school.

Measures taken in the family field consist of economic support (eg increasing the current child allowance) or counseling provided free of charge through family counseling cabinets within social

welfare networks. The school in turn asks for a rethink of its role and its functioning system. The steps taken in this area were small, perhaps due to the financial difficulties of the last few years.

Organizational changes and changes to the ideas and principles behind school activity are promising ways to prevent delinquency through school.

Three factors are involved in the formation of human personality: heredity, the environment and education. At the same time, the decisive and particularly important role of education in relation to the environment and heredity must be mentioned.

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