

Prevention of the Deviant Behavior and Eco-Extremism by Means of the Projects of Educational Institutions

Zoya Valerievna Apevalova

Candidate of Philosophy, Docent of the Chair of Social Management
“Herzen State Pedagogical University of Russia” 191186, Saint-Petersburg, Moika river emb. 48

Abstract: As today environmental education in the world is actively developing, the concept of sustainable development, signed by many countries, requires raising environmental awareness of population. But in Russia, these transformations are often slow and ineffective, which leads to significant problems in the areas of environmental protection and health care. This article analyzes the possibilities of educational institutions in the struggle with eco-deviant behavior and eco-extremism. Eco-deviant behavior is peculiar to young people in a lot of situations and it can be expressed in a variety of actions, the consequences of which may be harmful for the environment, their own health or the health and lives of other people. Eco-extremism as an extreme form of eco-deviations is dangerous for a large part of the population or causes irreversible impacts on the environment, namely testing explosives by young people, improper disposal of toxic and highly dangerous substances, etc. An effective tool for combating the environmentally undesirable behavior is seen by the author in joint environmental project work of school and university faculty and students. At the same time, there is a need in the systematic work to promote healthy lifestyles, family prevention of deviant behavior and the creation of conditions for positive extracurricular activities. The author has developed a set of evaluation criteria for environmental projects in terms of their effect on the behavior of students and made recommendations to improve the organization of eco-project activities in educational institutions.

Keywords: Project activities • Environmental Projects, Deviant Behavior • Environmental Extremism (Eco-extremism) • Project Management in an Educational Institution

INTRODUCTION

The first evidence of anti-social behavior is observed at active socialization of children when they enter school. The reason for that can be a disparity between human development and social skills of children. If in such situations there is no competent psycho-pedagogical support of the child, there is a danger of fixing deviant behaviors at the level of the norm. Poor training and alienation from school, or already high school, could be a major reason why the stable deviant manifestations are formed.

The author conducted a number of studies analyzing the effectiveness of environmental project activities in educational institutions in the sphere of deviant behavior's prevention, including – eco-deviant behavior and eco-extremism - as an extreme form of eco-deviation.

MATERIALS AND METHODS

The author selected the basis of practical research: a university (by the example of Herzen State Pedagogical University of Russia, Saint-Petersburg) and secondary school (by the example of School No. 213 of Frunze district of St. Petersburg). The main chosen research methods are as follows.

- Observation students behavior in the dynamics for 2 years;
- Comparative analysis and classification of different types of environmental projects of educational institutions;
- Sociological methods - a survey and interviews in the form of questioning the students, parents and teachers, psychological testing methods;

Corresponding Author: Zoya Valerievna Apevalova andidate of Philosophy, Docent of the Chair of Social Management Herzen State Pedagogical University of Russia” 191186, Saint-Petersburg, Moika river emb. 48

- Analysis of the results of pedagogical introduction of intensive technologies (role play, situational tasks, teacher workshops) implemented in the educational process.

Hypothesis: The author suggests the following hypotheses of the study: the acquisition of ecological awareness and life-safety skills by the students through design practices will reduce the risk of deviant behavior among youth. This should be supported by:

- Prevention of a lifestyle that could lead to deviation;
- Prevention of bad habits;
- Planning creative work as free time activity;
- The possibility of fixing the practical results and monitoring the material realization of environmental projects by the students;
- Involvement of family members of students and pupils, teachers and the management of the educational institution in the implementation of environmental projects;
- Inclusion of young people in health promotion programs on a voluntary basis (volunteerism, environmental events, TV programs, museum and exhibition space, virtual projects, scientific and educational programs, prepared by young people);
- Incorporation of family projects;
- Incorporation of the projects that integrate individuals into multi-age community (pupils, students, parents, school teachers and university professors);
- Incorporation of cross-cultural projects;
- Transition to the subject-subject relations, contributing to the formation of positive "I-concept".

Relevance of Eco-Deviance Research: The context of the stated problem is cultural differences in relation to the formation of ecological culture and eco-deviance of individuals. Today there are examples of developed countries which demonstrate the effectiveness of specific educational strategies in this area [1, p. 110]. Leading global institutions that regulate various aspects of society development, such as the OECD, IUCN, UNEP and the United Nations Commission on Environment and Development (Commission Brundtland), consider environmental issues as ones of the pillars of modern education.

Since the beginning of 1970s, *«the emergence of ecological modernization as a new dominant policy discourse in the environmental domain...the question of what sort of processes of de- and re-institutionalization*

ecological modernization has so far brought about and is likely to bring about in the years to come... this process of social change might be made the object of public deliberation and democratic social choice» [2, p. 185].

In the process of modernization the ecological crisis, total nihilism, change of the value system of the society adversely affect the fledgling minds of the youth. The alienation of the younger generation from the traditional culture, the lack of ideals and principles create a favorable environment for the formation of consumer attitudes towards society, the environment and anti-social and anti-ecological behavior. Today's young people are significantly different from the generation, taught in schools and universities in the 90's of last century and the beginning of the millennium. Then most of the society lived in very modest material conditions, young people saw future as uncertain, but dreamed about it, made plans, tried to get better, building up the spiritual and material potential. Nowadays young people are more likely to think only about today, without proper healthcare, accustomed to live in debt, avoiding any responsibility. New patterns of thinking and behavior are introduced. It is possible to make fun of animals and people and then the cynically spread their "exploits" on the Internet. Deviant behavior becomes younger and more widespread. Most often deviant behavior is manifested on the ground of difficult living conditions, the distortion of the moral norms of society, poor education and the negative influence of society.

Surveys of Russian students of the Faculty of Management at Herzen State Pedagogical University of Russia that have been held by the author in the classroom for the discipline "Environmental Management", show that the majority of students hope to get a position in middle management or top management shortly after the graduation. And only few realize that their career will be in executive positions (Figure 1). Besides, students inadequately assess salary, which a graduate can claim. In general, it is characterized by a tendency to exacerbate the progression of consumer attitude towards life. "Consumer society" provokes the fact that the manifestations of this position only become worse.

The Interpretation of the Term "Deviant Behavior:" Before describing the actual environmental projects, we define the conceptual thesaurus of the study.

The concept of "deviant behavior" is primarily from the term "deviation." Researchers state that deviation has two functions: the union and the establishment of the boundaries between the acceptable and the unacceptable

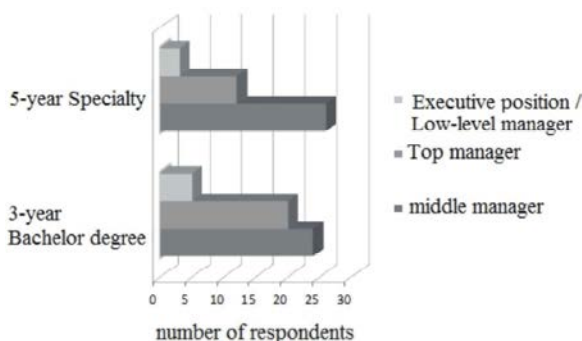


Fig. 1: What position do you expect to take the graduation?

[3, P. 38]. Incurable deviants are subjected to prison isolation or hospitalization, which should serve as a lesson for potential deviants. It is believed that punishment for offense reinforces norms and the rule of law and this seems kind of positive social point of deviation. Thus, deviant behavior is about committing acts that are contrary to the norms of social behavior in a given community. Therefore, the starting point for understanding deviant behavior is the concept of social norms, which provides social standards of behavior for ordering relations between groups and individuals. Sociologists call deviant any behavior or actions that deviate from the written or unwritten rules. Forms of deviance can be both positive and negative.

Why are there deviations? First of all, according to Durkheim, the probability of deviant behavior increases significantly at weakening of control over norms taking place at the level of society. The more liberal political system is, or the lesser harmoniously the society develops (in war, revolutionary upheavals, economic crises), the greater the probability of deviations in society is.

In a narrow sense, a deviance indicates minor crimes that are not prosecuted. To more serious forms of violations experts apply additional terms, namely, delinquency and crime (criminal behavior) [4, P.78].

Today it is clear that the construction of a model of deviant behavior requires the identification of typologies of personality deviants. It is clear that today these typologies should be built on an interdisciplinary basis, as "wealth" of notions of deviance and its various forms, depending on the scope of the implementation of triggers provoking to release a large number of typology signs. The sphere of ecology in this context is not the exception; here we can find a lot of deviant behavior, which is progressing due to the worsening of environmental problems of society.

The Term "Eco-Deviant Behavior": Types and Reasons of Appearance:

Nowadays it is correct to speak about environmental deviance that reflects the pathology of environmental consciousness and behavior, not only in nature but also in the socio-cultural environment. Similar types of deviations are rather numerous. Thus, S.B. Ignatov identifies the following types of eco-deviance: "over-extraction of natural resources, their inappropriate use, accidental pollution, improper behavior in the nature, the use of banned or untimely methods of hunting, fishing, harvesting the wild plants and the destruction of protected species" [5, P.63], etc.

In connection with the above features, the aim of environmental deviantology is to detect deviations in changed conditions of a particular rules' system's existence and to evaluate the degree of such deviations as a threat to its normal development, or as an optimization of existing conditions.

An extreme form of behavior is ecodiviant environmental extremism, which is a deviant behavior of a person or a group of people deliberately causing irreparable harm to the environment and provoking the creation of conditions of increased risk for deterioration or termination of life of people. Prevention of eco-deviant behavior in this context is one of the most important measures.

Given the increasing value of nature, natural resource scarcity and increasing environmental pollution, it is necessary to look for new methods to combat eco-deviations to help find ways to subdue a person's behavior requirements to the environmental imperative and thus to overcome the inherent deviance. This activity is directly linked to the formation of high degree of human responsibility for the acts, with a demonstration of the functioning of the environment and the possible consequences of actions, with the transformation of environmental awareness of citizens. All of the above properties of the behavioral acts of a man are formed both in the family and in educational institutions. What can offer education to build an environmentally positive behavior? What are the capabilities of the systems of training and education at a time when the "ecological universal education" is not implemented in practice in our country? The author of this study believes that an effective tool to combat eco-deviations is proactive environmental projects.

Environmental Projects of Educational Institutions as a Method of Prevention of Deviant Behavior:

Consider different kinds of dealing (both preventive and eliminating consequences) with deviant behavior on the basis of

classification of these methods in accordance with the guidelines of deviations. For each of the types of deviations give an example of a project that allows creating the necessary stock of spiritual knowledge in a young person to realize the need to be positive and to avoid deviant behaviors.

Prerequisites for a deviation are behavioral abnormalities, so, first of all, for each type of a behavioral disturbance we give examples from the sphere of attitudes to environment and consider methods of eliminating the possibility of its occurrence:

The deliberate lie, which is made up to cover antisocial behavior, frequent manifestations of lies without a specific reason apart from the creative imagination of a student.

This anomalous form of activity is specific not only for school pupils but also for students and adults. As you know - a lie - is an inherent property of our daily lives. However, an excessive amount of lies, even in situations in which this is not required, lie for very serious reasons, including the ones designed to conceal a serious offense - is an important signal for the people surrounding the child to ensure that they understand the cause and try to fix it [7, P. 72].

The Forms of Lies That Become Ecologically Important Are as Follows:

- Harboring addiction to fast food - one of the main "enemies" for the health of the body, which is studied the discipline "Human Ecology".

The Project Methods of Prevention: The "my healthy way of life" method: the formation of students' ideas about how to live "correctly" according to the individual needs of the body, training in self-awareness of health, commitment analysis of healthy family life, introspection propensities to engage in sports, self mapping of health. This project is interesting for students; they can proactively shape the norms for healthy behavior.

The "Healthy food in the family" method: forms a skill of food introspection in the family, the ability to be particularly tolerant of cooking and gently introduce new nutritional standards for the whole family.

The "I'm cooking" method: can develop as a culinary arts project at schools and universities; this is a fashionable area of activity, young people learn willingly and enthusiastically, the emphasis in the training is done on healthy eating;

"If you want to know me, "eat" with me" method: generates interest in other cultures, intercultural competence, the ability to see in a foreign cultures not only something that differs, but also what unites, through the knowledge of the preferences of the national cuisine, to take up the cultural traditions of various peoples of the world and bring up a positive attitude to the "stranger".

Game conference "Food production and a healthy way of life": forms critical attitude to the consumption of food, develops a habit for careful selection of food on a "benefit or harm."

Performance Evaluation Criteria:

- Negative dynamics of pupils and students, who regularly visit a fast food restaurant;
- The number of students who can prepare meals on their own;
- The number of parents involved in the projects;
- The change of the power base of the educational institution with a focus on a healthy diet, the use of natural products and related supplements;
- Reduction of the level of alienation in collaboration with partners in international projects on the test results;
- Increase in the consumption of fresh vegetables and fruits (testing).

Hiding Smoking Habits, Alcohol Consumption

Concealment: It is no secret that most often such a lie involves concealing these facts from parents. But often it is also hidden from the coach in the sports section, from friends, leading a healthy lifestyle, etc. An anonymous survey reveals the real extent of the problem (Fig. 2). As explained above, the survey was conducted by the author at Herzen State Pedagogical University of Russia, mainly in the Faculty of Management in 3 years (2009-2011.) In certain courses, the indicators were not investigated in dynamics, i.e. in different years different students studying at the appropriate rate were involved. On average, the survey covered more than 60% of students in appropriate courses.

- Hiding smoking habits, alcohol consumption concealment

The survey shows that, unfortunately, the number of smokers prevails over the number of smoking in most groups of respondents. Only students of biology have

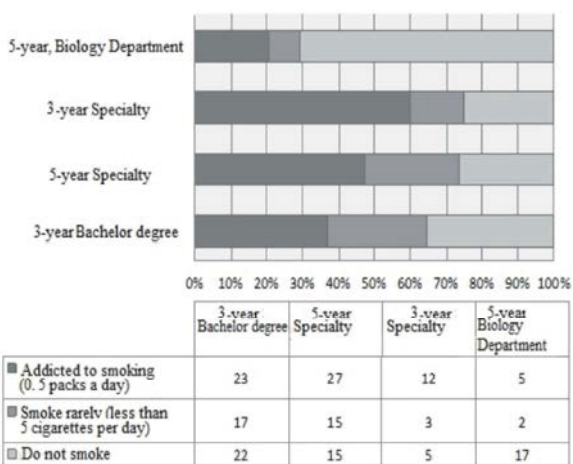


Fig. 2: Do you smoke? How many cigarettes a day ?

healthier lifestyles. This indirectly suggests that knowledge of human physiology contributes to avoiding bad habits. However, this can be argued that a list of the most smoking professions includes healthcare workers. The project "My healthy lifestyle" suggests the elimination of this disease behavior, or at least reduction of the number of smokers, In addition there are such projects as:

The "NO smoking in university / school." Complex project, involving a complete cessation of smoking both by the students and university employees. The project was successfully implemented in other countries. For example, in China - a country known for its tradition of healthy lifestyles, at all universities (which, as a rule, have vast campuses) smoking is punishable with expulsion or dismissal of teachers or staff.

The project "Cost of my life" is very effective for the student who lives in the conditions of money's deficit. For example, in the U.S. many very wealthy families try to teach children to think that how to earn for a living. Forced to learn a person strives to save on everything, including bad habits.

At school and university students have to calculate how much funding they spend on fast food, cigarettes, alcohol. Girls are to calculate the number of calories contained in the consumed alcoholic beverages. The supplied result is sometimes shocking and leads to a significant decrease in the amount of consumed products.

The movement "Volunteers of XXI Century" for two years has already been developing in the School No. 213 in St. Petersburg. Volunteer movement united students from different classes and of different ages into one team. Young people act in two areas:

Promoting healthy lifestyles - the action "Anti - AIDS", "We are against drugs", "We are for a healthy lifestyle", issue papers, presentations, mini-plays.

Practical activities to "clean" the Frunze district of St. Petersburg - project "May there always be sunshine" (clearing and repairing the playground)

Performance Criteria:

- Decreasing the number of people addicted to tobacco and alcohol;
- Reducing the frequency and volume of consumed cigarettes and alcoholic beverages;
- Increasing the number of parents and friends who know about the harmful habits of children, etc.
- Strengthening interpersonal relationships in school / student groups;
- Increasing the number of pupils / students involved in social and meaningful activities.

Hyperactivity, aggression, oppositional behavior of students are largely the result of personality traits, but are mainly due to the opportunity to lead an idle life, low employment with positive forms of work, the desire to make a quick profit, etc.

This Behavior Can Result in the Following Ecological Forms:

- Participation in provocative ecological activities, involvement in which has such consequences as registration with the police, the acquisition of conviction, imprisonment, injury or even death if the event is organized in dangerous to life and health conditions;
- Aggression toward animals, birds, unnecessary destruction of vegetation is the result of a mental illness.
- Project methods of prevention: regular initiatives and guidance of educational institution and the learners of the environmental campaigns: young people learn to develop a positive experience of stating their position and in the future they try to avoid provocations. These may be projects such as "Land Day", "Water Day", "Protect the trees in the park", "Greenhouse at the university / school", "My green trail", "Establish order together," "School-garden", etc.

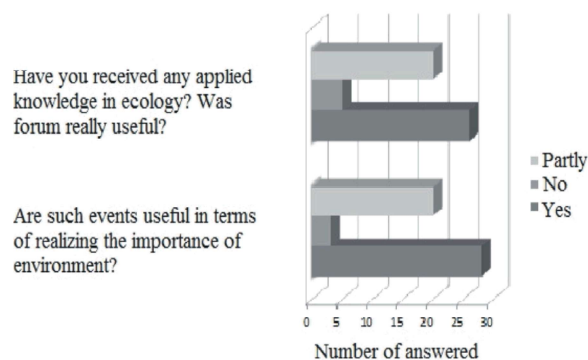


Fig. 3: Results of participation of the students of Management Department in Eco-forum in St. Petersburg (the year 2011).

Abroad, a large number of such projects are completed. For example, the partner school No. 213 in the international project "JAM" - Kamehameha Hawai'i Elementary School's children annually go to Big Island, the southernmost and largest of all the Hawaiian islands, where for a few days they explore characteristics of the soil, flora and fauna of the island, its volcanoes, children familiarize with the archaic culture of Hawaii residents, take part in environmental campaigns to plant trees in the reserve, restoring the number of trees. Since the 80's of the last century only the students of this school have planted thousands of trees of special value as symbols of national culture. The Buckingham Pennsylvania School for many years has been working hard to implement the alternative methods of mining and energy conservation in the daily lives.

An example of participation in significant environmental events organized by external parties in St. Petersburg can be the International Environmental Forum, which is held every year at Lenexpo and attracts thousands of participants from all countries. Visits to these events contribute to the development of students' sense of responsibility for the nature, introduce innovations in the field, provoking the creation and presentation of students' own projects (Fig. 3). 51 people were involved into the exhibitions the survey, 2 students made presentations at the section on environmental education.

The fact that participation in the international conference generates specific patterns of behavior is indicated by such facts: the students mentioned that their need to save energy was larger than before participating in the exhibition; they try to throw garbage separately where it is accepted. The majority (80%) mentioned

without preliminary discussion with each other that the priority was to arrange containers for separate waste collection.

Participation in the protection of certain animals. For example, in 2010, several schools of the Kalininski District of Saint-Petersburg joined the project to save the pony, which was found in the Leningrad region: children raised money for food, asked parents to buy drugs, looked for a veterinarian among their parents, etc.

Effectiveness Criteria:

- Reduction of free time of students;
- The number of involved in regular positive eco-activities;
- The number of parents who joined to participate in projects;
- Extension of the zone of influence and environmental interests;
- A culture of tolerance in interpersonal relationships;
- The creation of informal positively minded youth communities to address environmental problems;
- The lack of people who commit offenses.

In a study of the forms of eco-deviant activities of the youth the author is primarily interested in the varieties of deviant behavior of a destructive nature, considered in the light of environmental culture of the subject.

Types of Addictive Activity in the Environmental Field:

the use of substances that alter the mental state, including drugs, medicines and various poisons, sexual addictive behavior, overeating or starvation; sectarianism, over-indulgence with hermitting - going to the woods, leaving the community.

Particularly dangerous in addictive behavior is the desire of one person to engage the maximum number of supporters. Teenagers and children are very susceptible to the desire to be connected to other people. They are easily addicted to such a proposal and being among other people within the addicted group, they feel involved in something bigger. What can the educational institution offer to reduce these influences?

The project methods of prevention: all of the above in the article is designed challenge any manifestations of addictiveness; in addition, the main tool of the methods can be "Complex pilot development project for implementation of environmental education of young people in an educational setting.", which consists of:

"Educational corporate events in the nature." If an educational institution cannot organize the process of learning in the nature (as it is done in Tekos (famous russian educational institution), where most students are learning outdoors, studying both school and university programs during a 5-7 years instead of the 16-18 years), the corporate training will be fully justified. It is fashionable, fun and of generates a certain style of behavior, life "a habit in the nature" [8, P. 44].

- "Positive examples of life." Trips to the eco-town and demonstration of modern eco-technologies.
- "The organization of school / university Garden" as a demonstration of the possibility of living in harmony with the environment and the city.
- "The organization of international videoconferences with foreign educational institution in the form of simulation games," implying acquaintance with an alternative experience of environmental protection.

Effectiveness Criteria:

- Growth in the number of hours spent in the nature;
- The number of initiative journeys undertaken by students and parents;
- Area of the educational institution, refined with the help of students / pupils and their parents;
- The number of foreign educational institutions setting regular relationship in the field of environmental protection;
- Income from grants to support environmental initiatives.

Examples of Anti-social Behavior in the Environmental

Field: Bullying weaker kids through threats or actual violence, racial discrimination and manifestations of homophobia; waste disposal and leaving cars in unauthorized places. In addition, there may also be elements of environmental extremism - the purposeful contamination of the environment in the knowledge of the possible consequences, destruction of animals, plants, the use of toxic substances in the repair of educational institution, the purchase of machinery, obviously detrimental to the health of students, a large contribution to the noise and electromagnetic pollution [9, P. 226], etc.

Project Methods of Prevention: in Addition to the Stated Above:

- Teaching to dispose waste in designated smoking areas,
- Training in fuel economy;
- Raising awareness of anti-parasites and pathogens in the home and at work;
- Completing the project "Sanitation" – in which students are engaged in garbage collection on the territory adjacent to educational institution, natural areas, in human settlements;
- Completing the project "Measure the noise", designed to teach pupils and students measuring the level of noise pollution;
- Completing the project "My apartment / house" – to train students to analyze labels on substances and materials used to repair home, choose cheap natural materials, etc.

Performance Evaluation Criteria:

- Reducing the level of noise pollution produced by pupils and students;
- Acknowledging the number of projects for sanitation control,
- Acknowledging the number of events, organized with the participation of the state eco-control;
- Introducing environmental audit of School playgrounds and school facilities;
- Introducing an energy audit;
- Introducing phyto-passport of the educational institution.

CONCLUSIONS

Deviant behavior is largely a consequence of the social conditions of becoming an adult. The task for modern educational institutions is to include the family in the positive socialization of young people and students to organize creative activities without coercion or imposition of any activity. The main tool of eliminating deviations is encouraging pupils and students for self-employment by creating a safe and healthy environment, choosing the right way of life and developing their own environmental projects.

Modern ecology studies the full range of issues related to the quality of everyone's life [10, P. 12] and the general public. Complex environmental projects in educational institutions create environmentally correct stereotypes of behavior, introduce the best examples of environmental protection in the world, promote intercultural eco-tolerance and create a system of ecological values of modern society. It should be remembered that project management in education in this case is inseparable from the general trends of democratization [11, P.112], promoting tolerance for people of other cultures.

In the context of preventing deviance and eco-extremism the projects that involve students, their parents, teachers and management of educational institutions in the overall operations for environmental protection and health care, apart from specific tasks, perform basic preventive function – they fill free time of students, contributing to social adaptation of young people; they reduce psycho-emotional stress of all participants of the educational process (pupils / students, parents, teachers / trainers); they prepare all actors for healthy activities, environmentally friendly views and an intercultural model of eco-behavior.

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