

WHY DO PUPILS FROM SOCIALLY DISADVANTAGED BACKGROUNDS FAIL IN TECHNICAL SUBJECTS?

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Abstract:

Goal: The main objective of this research is to identify the causes of difficulty that pupils from socially disadvantaged backgrounds face in technical subjects at primary school.

Methods: The research group consisted of 65 respondents, of whom 59 were women teachers and 6 were man teachers. The research method was a questionnaire of our own production.

Results: The biggest barrier that pupils from socially disadvantaged backgrounds face is the insufficient conditions for education (97%). From our research results we also perceive the parents' lack of cooperation with teachers (68%). As many as 63% of respondents do not use any form of intervention for disadvantaged pupils. 37% of respondents use methods such as: experiential methods, motivational methods, reward and punishment methods, demonstration and observation methods, brainstorming, repetition methods, practical demonstrations, competitions and games, individual approaches, information - communication technologies and teaching aids.

Conclusions: The biggest problem is the lack of cooperation between the socially disadvantaged pupil's family and the school. In the future, it would be appropriate to measure the issue with a higher number of respondents as well as focus on the teaching process with the intent to determine the different methods which are used to prevent the difficulty that pupils from socially disadvantaged backgrounds face.

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Introduction

The research deals with the issue of the pupils from socially disadvantaged backgrounds face in technical subjects. The uniqueness in our study lies in the fact that so far similar research in Slovakia has not focused on technical subjects.

The term socially disadvantaged environment means an environment which, on the basis of the current existing one or more inadequate factors, can to varying degrees, disadvantage the child in its optimal development (Lechata, 2016). Rosinský and Klein (2013) refer to the concept of a socially disadvantaged environment as: “an environment that, due to social and linguistic conditions, insufficiently stimulates the development of the mental, willful and emotional qualities of an individual, does not support their effective socialization and does not provide sufficient adequate personal development.” The environment causes socio-cultural deprivation, distorts the intellectual, moral, and emotional development of the individual, and for the reasons of education the individual is considered to be a person with special educational needs in order to match the peculiarities of a pupil whose physical, psychological or social development differs significantly from the standard development (Štátny pedagogický ústav, 2017).

Pupils from socially disadvantaged environments

Braun et al. (2014) define a pupil from a socially weak environment as a pupil who becomes the most common victim of social class differentiation. Lechta (2016) points out the most common characteristics of a pupil from a socially disadvantaged background: lack of interest in school, lack of commitment to school duties, frequent use of vulgarisms, poor vocabulary, poorly developed intellect, very weak knowledge, experience, poor attention, quick to abandon a goal, hygiene at a very poor level, and/or wearing dirty clothes. Such a pupil does not have enough incentives to place significant importance towards their education and upbringing. At school, he may often have problems by lagging behind other peers. We also see problems with socialization and with respect for social norms of behavior. According to the State Pedagogical Institute (Štátny pedagogický ústav, 2017), socially disadvantaged environment for pupils means the family as:

- who is provided with material need assistance and the family income is at a minimum subsistence level (€ 205.07) (Ministerstvo práce, sociálnych vecí a rodiny, 2019).

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- where at least one of the parents or the person to whom the child is entrusted with personal care belongs to a group of disadvantaged job seekers;
- which has non-standard housing and hygiene conditions (e.g. the pupil does not have a reserved place for learning, does not have his own bed, no electrical connection, etc.).

The difficulty that pupils from socially disadvantaged backgrounds face

Kolář and Šikulová (2009) consider school success as a process by which one satisfies mainly the need to be successful, the need to belong somewhere and the need for socialization. On the contrary, school failure of a pupil is a pedagogical and social problem. Socially disadvantaged pupils do not meet the school's requirements for managing a school education program. The pupils do not manage the basic required standards of the school. They are pupils who repeat a year or do not even finish primary school by completing the ninth grade (Kolář et al., 2012). Tišťanová (2016) defines asocially disadvantaged as a pupil who does not benefit as a student, who has not mastered the knowledge required by the curriculum, has serious gaps and therefore cannot use them to solve both theoretical and practical tasks. They are indifferent, unable to apply their knowledge even on the initiative of the teacher, and their oral or written expression is incorrect. They need constant help in using knowledge. The quality of the results of their activities is low. Rosinsky et al. (2009) classify the most common problems when entering a school system from a socially disadvantaged environment:

- low level of education of Roma children, late entry into school,
- socially disadvantaged, non-motivating or degrading environments of Roma children
- lack of positive resources to support their participation in the educational process,
- the maturation process is not supported by environmental stimuli, is not sufficient to adequately develop the child's psyche and motor skills,
- inadequate hygiene and work habits, getting to know ethnic systems, creating a ranking of values, appropriate forms of social behavior
- the Romani children do not speak the Slovak language, nor do they speak their mother tongue to the necessary extent. Their vocabulary is also insufficient in Romani, the language code is limited
- insufficient preparedness of the school system for the specificities of Roma education,
- they do not develop individual responsibility for their actions, behavior and for themselves
- the work of the school is opposed to the family,
- the low level of relations between Roma families and their schools are formal and often leads to negative attitudes. Perception of the school is as a repressive institution.
- prejudices among children - rejection of contact with children,
- a Roma children are very lively, and require a lot of attention from adults, which can cause negative feelings and metering in the teacher. Roma children are unpopular.

One of the ways how to help a disadvantaged pupil is to offer a pupil from a socially disadvantaged environment with learning difficulties the possibility of creating an individual educational plan from subjects in which they fail (Šilonová and Klein, 2018).

Technical articles

According to Kožuchová et al. (1997) the main goal of technical education to help everyone live in a society that is increasingly dependent on technology. The survival strategy comes from two basic requirements: : the technique must be known and mastered. Rapidly changing technical conditions require pupils to be prepared for these new conditions. Practical activities should continue to occupy an important place in school education, but not in the form of the motor, but on the basis of the pupil's own observation, on his initiative and knowledge. Technical education contributes to the comprehensive development of the pupil's personality, interests, abilities and talents and contributes to their better preparation for life. It teaches them to respond to the daily demands of a scientifically and technically advanced world. These principles are important in educating a young person (Vargová, 2014). For the effective work of pupils during working hours, it is necessary to follow the established principles of working culture. These principles are: to prepare a job before work, to develop a creative initiative for pupils to work, to introduce pupils to the goal, to prepare the necessary tools, to perform tasks and then to verify them, directly and indirectly influencing pupils to work effectively. Throughout the activity, pupils need to comply with safety and hygiene rules (Vargová, 2007). These

attributes are closely related to the already mentioned qualification of the most common problems when entering into the school system a pupil from a socially disadvantaged environment (Rosinský et al., 2009).

Methods

Research sample

For the purposes of our research, we considered it to be right to select the subjects deliberately. The primary participants of the research sample were teachers. The research sample consisted of 65 respondents, including 59 women and 6 men.

Data collection

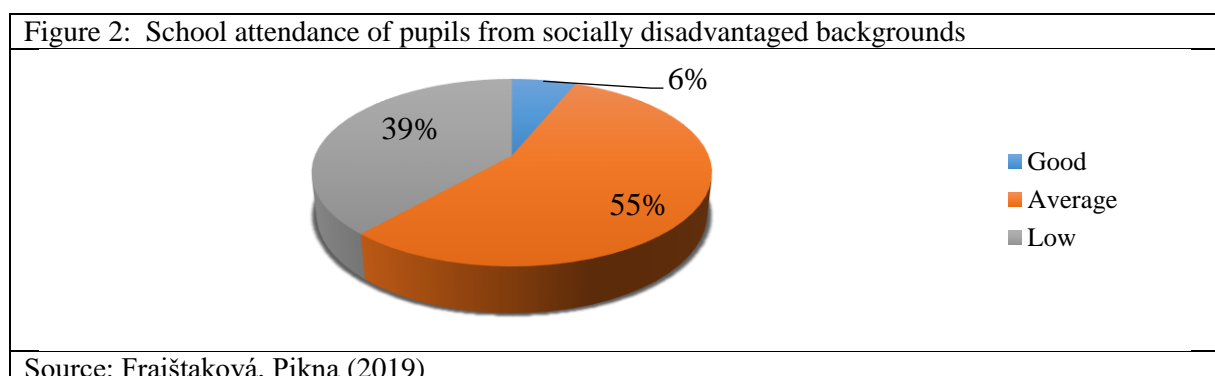
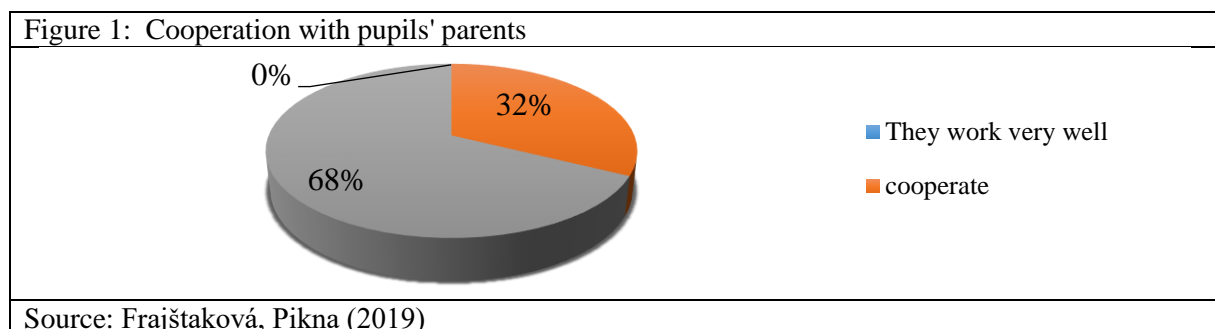
Based on the main goal of our research, which was to identify the causes of the difficulty that pupils from socially disadvantaged backgrounds face in technical subjects at primary school, we chose a quantitative method of data collection. We selected a questionnaire from the survey options. Gavora (2001) characterizes it as an exploratory, evaluation, development and diagnostic tool for mass and fast detection of information. Through the questionnaire, you can get information about what people think, what they do and how they do it, what they experience, what they feel, and what their opinion are, etc.

Data analysis

In August 2018, we began to study the literature needed to orient ourselves in our research and draw theoretical knowledge. Based on the studied literary sources, we set the main goal of research and research questions. From October to December 2018, based on bibliographic resources, we summarized the theoretical basis. In December 2018 we compiled a questionnaire that was a data collection tool. In January, we started addressing heads of school asking for the possibility to carrying out our research. In January, the research was conducted. We set a time span for the processing of the research results and their interpretation in early March 2019.

Results

The research was conducted on the basis of realized questionnaires with teachers. We have identified the greatest causes for the disadvantage of pupils from socially disadvantaged backgrounds. The results show that most of our respondents see the necessity to address the inappropriate, socially disadvantaged environment of the pupils themselves to increase the cooperation between the teacher, the pupil and their family. In addition, this is needed increase the level of pupils' motivation in learning and at the same time benefit them in technical subjects.



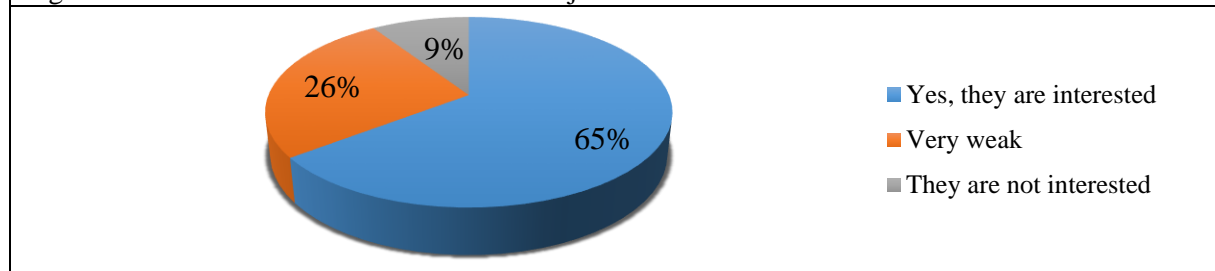
No respondents reported that the parents of pupils from socially disadvantaged backgrounds cooperate very well, only 21 respondents (32%) said that the parents cooperate within their capabilities and up to 44 respondents (68%) replied that the parents of these children are not interested (Figure 1).

Only 4 respondents (6%) said that the attendance of pupils from socially disadvantaged backgrounds was good, 36 respondents (55%) said that the attendance of these pupils was average. 25 respondents (39%) said that the attendance of these pupils was weak (Figure 2). This means that attendance is reflected in their benefits. Teachers said they often did not come to school because they did not have slippers, they fell asleep, did not have requisites, etc.

The results show that the majority of pupils (42 respondents, or 65%) from disadvantaged backgrounds are interested in education in technical subjects, 17 respondents (26%) answered that their interest was weak and only 6 respondents (9%) responded that pupils from socially disadvantaged backgrounds are not interested in education in technical subjects (Figure 3).

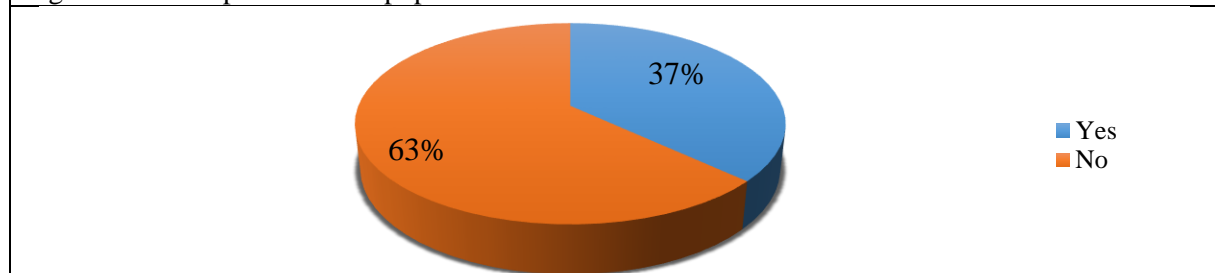
These answers were surprising. Up to 41 respondents (63%) do not use pupil prevention. 24 respondents (37%) use the prevention of pupil detriment (Figure 4). At the same time, they had the opportunity to state what particular methods they use. Most often they said they used experiential methods, motivational methods, reward and punishment methods, demonstration and observation methods, brainstorming, repetition methods, practical demonstrations, competitions and games, individual approaches, information and communication technologies, and teaching requisites.

Figure 3: Interest in education in technical subjects



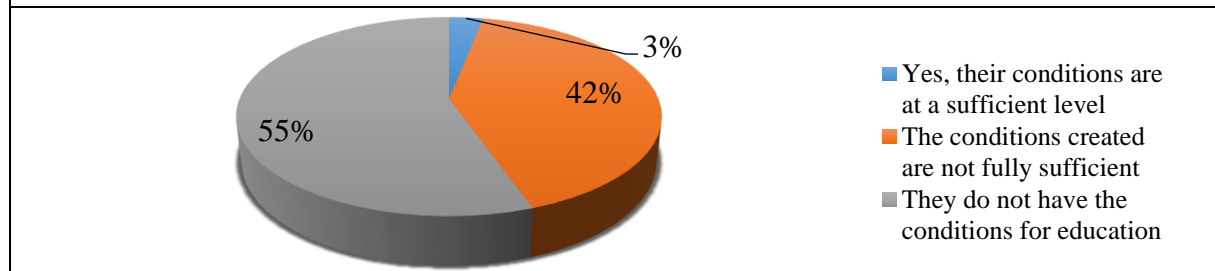
Source: Frajšťaková, Pikna (2019)

Figure 4: Use of prevention at pupil detriment



Source: Frajšťaková, Pikna (2019)

Table 5: Education conditions



Source: Frajšťaková, Pikna (2019)

The answers to the question of whether pupils from disadvantaged backgrounds have the conditions for education in their home environment show that these pupils do not have the conditions for

education as confirmed by 36 respondents (55%), 27 respondents (42%) said that the conditions they have created are not sufficient and only 2 respondents (3%) have responded that their conditions are at a sufficient level. This implies that as many as 97% of pupils do not have sufficient learning conditions.

Discussion

The aim of the research was to identify the causes of disadvantages of pupils from socially disadvantaged environments. School disadvantage is influenced by many factors relating to the personality and health of the children, family and extracurricular environment. The main factors are the motivation, needs and interests of the pupil, the relationship with the school, and support from the parents. The school success of the pupil is influenced mainly by the school climate, the teacher's approach, the family environment of the pupil and the parents. These pupils live in a socially disadvantaged environment, which is the main cause of their difficulty at school. Because they do not have room to prepare for school in such an environment, they do not have their own space to learn and prepare for school the next day. Many of these pupils participate in a common room with several family members. Many families live in a common household where the pupil does not find a way to prepare for school. Oftentimes they are disturbed by crying little children.

Based on our research, we have set individual recommendations for practice:

- try to establish and improve communication with pupils' parents,
- obligatory placement in school clubs, where pupils will have more room to prepare for school,
- mandatory inclusion of pre-school children in kindergarten,
- improve teacher education to work with pupils from socially disadvantaged backgrounds,
- use new methods in the educational process,
- employ more teaching assistants,
- helping pupils and their parents to overcome socio-cultural barriers,
- to clarify the need for education,
- use methods such as prevention (activating, productive and experiential methods).

Conclusion

The success and failure of a pupil is assessed by the grades that his performance is evaluated. The performance of a pupil at school, that is, the inclusion of a successful, less successful, average or unsuccessful pupil also influences how the teacher and their classmates behave, how the pupil fits into the school team and what is most important to him / her. These relationships with teachers and classmates are also influenced by their overall interest in school and whether they will feel comfortable there, or will have years of unpleasant experience in school. Of course, other personality traits that affect pupils' interpersonal relationships also play a role. The difficulty that pupils from socially disadvantaged backgrounds face at the first level of primary schools is currently a very discussed topic. Many authors deal with why these pupils, but often not at school. Kozubik et al., (2018) conducted a study on the social and educational levels of children. They investigated whether Feuerstein's instrumental enrichment (FIE) was a good method for social inclusion of poor Slovak children in school. The classification of the most common problems when entering school is very lengthy. In most cases, the difficulty that a pupil from a socially disadvantaged environment faces is the low level of education of their parents, anon-motivating and degrading environment, the low attendance of the pupil, alack of interest in education, late arrival at school, and insufficient vocabulary. During the time, when the children are in school, the school is responsible for the education and upbringing of the child. After school, that responsibility goes to the family. However, in many cases those conditions are often neglected and the children don't have the proper environment for their upbringing.

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