THE IMPACT OF GLOBALIZATION FOR NEED OF SOCIAL PEDAGOGUES IN SCHOOLS

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Abstract: The aim of this paper is to highlight the changes that have occurred in society due to globalization. There has been a change in the social environment, economic security of family and social security of pupils. The result is the change of behavior and socialization in school, leading to undesirable practices in primary schools, such as bullying, truancy, drugs, rebellion, violence, emotional abuse and so forth. Social pedagogues are the experts in schools that can help in these areas and can help to harmonize the school environment. The questionnaire survey made in 18 primary schools in Žilina tries to find out the existence of social pedagogues and their activities in primary schools.

JEL Classification Numbers: H75, I21, J14; **DOI:** <http://dx.doi.org/10.12955/cbup.v5.990>

Keywords: social pedagogy, social pedagogue, behavioral failures, globalization, hypothesis.

Introduction

It is not possible to exactly determine when the development of social pedagogy began. However, it is demonstrable that it has evolved with the development of socio-pedagogical ideas and ideas that education has to take into account and implement social interests. Education was established and developed, and its development was influenced and determined by society.

Theoretical background

Social pedagogy is one of the theoretical disciplines whose role is to assist. The growth of social problems connected with globalization highlights the need to deal with them, in theory as well as on the basis of empiricism, and prepare solutions for practice. Gogolova (2016), Ponisciakova (2015) and Sukalova & Ceniga (2016) discuss possible and potential impacts and problems linked to the globalization.

The term “social pedagogy” started to be used in Germany around 1850. The author of this concept is considered to be a German teacher A. Disterweg, whose definition is not known. Here are just some famous authors who have dealt with this issue.

Natrop considered the leading role and duties of social pedagogy as providing education to everyone according to the measure of its ability, all sections of the nation (Bakosova, 2008).

Ryszard Wroczynski discussed that social pedagogy contains in addition to the complex problems of education in the society, two separate sections of educational theory and practice as well. These sections are: the pedagogy of social care and after-school education with cultural and educational work among adults (Hroncova & Emmerova, 2004).

Kraus Mollenhauer regarded social pedagogy as a theory of help to socialization problems which aim is to change individual, and raise extending cognitive skills, emotional skills, psychomotor skills and also eliminate the reasons which give rise to or which cause conflict (Bakosova 2008).

Bakosova (2008) asserts that social pedagogy is part of the science of man and belongs to the complex of pedagogical sciences. It is a scientific discipline which aim is transforming the people in the system of comprehensive care, provides services for children, young people and adults in different types of environments, through finding optimum forms of assistance and compensating for weaknesses.

Polackova (1999) discourses social pedagogy is an interdisciplinary science. It integrates and develops the knowledge of human sciences and society in educational, preventive and re-educational action.

Kraus & Polackova (2001) understand social pedagogy in the broader sense. This discipline focuses not only on the problems of the pathological character, marginal groups, and vulnerable sections of the population in their development and potentially deviant acting, but above all the whole population in terms of creating harmony between the needs of individuals and society to shape the optimal way of life in a given society.

Balaz (1991) focused on defining the subject of social pedagogy and relationship to other sciences and so on. Social pedagogy is understood as the science of social aspects of education. Gogolova et al.

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(2015) adds that it examines the educational aspects of the socialization process and contributes to the formation and development of personality in the educational process in the family, at school and in their free time, also in leisure and work activities

Social pedagogy and its methods and principles are implemented by social educators in practice (Schwedler & Stofkova, 2011). The definition of a social teacher is not easy. Create a fixed, universal model of social educator is not easy or straightforward. Shots of his work are very broad and sometimes it seems that it is approaching to the teaching profession, ever the educator or psychologist, but what is important, social pedagogy never replace these professions.

Wroczyński, one of the first to write about the social educator. Social educators are targeting their interest in the issue of the role of the environment in the process of purposeful educational activities and environmental education organization, therefore the planned release of stimuli and influences in the environment that act in the same direction as an educational activity (Hroncova & Emmerova 2004).

Klima characterize the social pedagogue as dedicated professionals equipped theoretically, practically and conceptually for deliberate action on individuals and social groups in particular where the way of the life and life experience of these individuals or social groups is characterized by a destructive or uncreative way of satisfying the needs and creating one's own identity (Hroncova & Emmerova 2004).

Kraus (2000) defines social pedagogue as an expert who is theoretically, practically and conceptually equipped to educational activity where it contributes to the formation of healthy lifestyles of individual and groups.

Bakosova (2008) defines social educator as a professional, whose general competence is to help and support children, young people, adults, parents, socializing and finding ways to improve the quality of life through education, training, prevention and counseling.

Abroad social activity at school has a long tradition. In the USA, the concept of a social worker at the school was introduced 100 years ago. Positive experiences were transferred to Europe. The profession of social pedagogue ranks between assisting and the development of recommended OECD in transition countries in 1994 for a sharp increase in socially undesirable and socio-pathological phenomena (Hroncova, 2009).

Definition of social in Slovak Republic

The legislative definition of the status of the social educator in schools occurred in 2008 in the Law no. 245/ 2008 on education and training, where §130, paragraph (3) letter e) ranks the social educator among the components of educational counseling and prevention. Law no. 317/2009 teaching staff and specialists and change and addition to certain laws, § 24, making the social educator in the system of educational counseling and prevention as a professional employee of schools, school, special education and counseling centers.

Social pedagogue at school

Sukalova et al. (2015) show that the importance of social pedagogues in schools is increasing with the growing problems of students. The origins of problems can be in the family or in the environment in which the child grew up as well as in the integration of pupil into the school environment. Given the specific approach of social educators that they have to use to solving these problems of pupils, it is not possible to transfer the competencies of social educators to the teachers.

Polackova (1999) sees the possibility of applying of the social educator at schools in the following areas:

- social education (extracurricular activities, support for social learning with an emphasis on the formation of pro-social personality characteristics),
- social counseling,
- multicultural education.

Learning disabilities are a modern phenomenon, Ponisciakova & Gogolova (2015) think that affect the lives of not only individual students, but also entire families. It seems as that learning disorders are constantly increasing, respectively, of students with learning disabilities. This is due to the fact that today a lot of time is devoted to diagnose children if their school results are bad. Bencsik et al., (2016)

remind us that children are usually placed in schools with normal teaching and is needed to adapt not only the teaching process but also the environment (climate) in classes to other pupils learned to accept their classmates with special needs and problems, therefore, those who they are. On the other hand, it is somehow disturbing element for the other children who have to adapt to these children or to such an environment. Withstand this situation in schools is on the shoulders of the teachers. To have in the classroom, at school, students with learning disabilities means to cope with the situations outside of the classroom as well, in leisure activities, communication with parents, other school staff and the solution of these problems are social educators.

Results and discussion

The social educator expertly helps pupils with learning disabilities. What is the experience from practice and what are their activities in primary schools? Authors and Chlebková (2016) found out by using a questionnaire survey in the fourth largest city in Slovakia in Žilina which had a population of 83578 in 2016. There are 18 primary schools in the city, the number of students attending primary school in 2015/2016 was 6735.

The aim was to determine the number of social teachers in primary schools in this city, to analyze their job description and specify how they help or can help students with learning disabilities.

Hypotheses, we set ourselves:

H1: The main problem of employment of the social educator in primary schools in the Žilina is financial reason of schools.

H2: More than 50% of primary schools in Žilina have a social educator.

H3: In every primary school in Žilina there is diagnosed at least 1 pupil with a learning disability.

Figure 1: Primary schools in Žilina according to the number of pupils

Source: Authors

From 18 primary schools in Žilina, there was only 1 school social pedagogue and it was in a church primary school. The social pedagogue operates at this school mainly in:

- the educational process,
- leisure activities,
- in social counseling.

The total pupils with learning disabilities in schools in Žilina were 347, which is a little over 5%.

Figure 2: The structure of the primary schools according to the founder

Source: Authors

Figure 3: Primary schools in Žilina with social pedagogues

Source: Authors

Figure 4: The reasons of no social pedagogues in primary schools in Žilina

Source: Authors

Figure 5: The number pupils of primary schools in Žilina with learning disabilities

Collecting data on primary schools was a good experience because it showed the true image of knowledge about social pedagogues. Very often at the first mention there was a misunderstanding and earlier resonated special education teacher as a social pedagogue. After refinement, the reactions were varied: from “I do not know what a social pedagogue should do at school” to “we do not have money to pay a social pedagogue” or “we do not need a social pedagogue.”

Testing of hypotheses

H1: The main problem of employment of social educator in primary schools in the Žilina is financial reasons of the schools.

Test of hypothesis H1: To verify the hypothesis, we used a chi-square test whether it is the choice of uniform distribution. 17 schools have no social educator, in seven schools there is problem of financial nature, 7 schools do not know the job description of social pedagogue and 3 schools were other reasons. Based on the research, the assumption has not confirmed that the main problem of employment of social educator in primary schools in Žilina is the financial reason of the schools.

Table 1: Testing of hypothesis H1

H₀	All social problems of employment of social educators in primary schools in Žilina are equally numerous.
H₁	There is statistically significant difference between the problems of employment of social educators at the primary school in Žilina.
The test statistics	$T = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i} = 1,88$
Critical field	$T > 5,99$
Result of the test	We do not reject H ₀ because the test statistic does not lie in the critical field. Thus, it was not statistically proven that this is not the choice of uniform distribution. On the basis of our data, there is no statistically significant difference between the reasons why social educators are not employed at primary schools.

Source: Authors

H2: More than 50% of primary schools in Žilina has social educator.

Test of hypothesis H2: From 18 primary schools in Žilina have only 1 school social pedagogue (Primary school of Romualda Zaymusa). It means that only 5.56% of primary schools in Žilina have a

social pedagogue. The hypothesis that more than 50% of primary schools in Žilina has social educator has not been confirmed, therefore, it can be rejected. We could use only this test because he was a research of the whole file.

H3: In every primary school in Žilina is diagnosed at least 1 pupil with a learning disability.

Test the hypothesis H3: Based on the survey on primary schools in Žilina we know that at every school in Žilina is at least one student with a learning disability (the least were 4 pupils in the Primary school Javorku, the most were then 36 students at Primary school Karpatská). We can accept H3 because the hypothesis was not disproven.

Conclusion

Social pedagogy and its issue come to the forefront in our country in recent years by the growing social problems of the families of the students, by the growing differences in social status in society, and by the growing problems in schools, such as drugs, bullying, physical and psychological abuse and so forth. Justification of social pedagogues in primary schools is more than necessary. The results of the survey conducted in primary schools in Žilina are unsatisfactory and we see them as a challenge towards to universities bringing up social educators as well as primary and secondary schools, where their help is justified, and the ministry of education should clearly define by the law the work of social educators, not just refer to them as the support staff in schools.

Acknowledgment

This paper is an output of VEGA 1/0244/16 Personnel marketing as a new approach of the ensuring and maintaining the skilled workforce in Slovak companies, which authors gratefully acknowledge.

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