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IMPACT OF SOCIALLY DISADVANTAGED ENVIRONMENT STUDENTS FOR SUCCESS AT SCHOOL

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Abstract:-

The aim of this paper is to ascertain whether socially disadvantaged environment has an impact on school performance of children and students. The theoretical part will elaborate the issue of socially disadvantaged environment. The second part will be devoted to each cognitive ability that can have a weakening effect on school performance. Survey to verify which areas of cognitive abilities have pupils from socially disadvantaged environment weakened. In the end, we evaluate the impact of socially disadvantaged environment students for success at school and outlines the actions and activities that improve their performance.

Key words:- *Socially disadvantaged environment, educational success, cognitive abilities.*

INTRODUCTION

The environment is one of the important external factors of personality development. It cannot be understood separately from other factors, because a person does not behave in a passionate environment, but actively changes it and it acts on it again. In his or her life, a person finds himself in different environments and social groups, and so it becomes that some elements of behavior acquired in one environment are transferred to another. There is no uniform division of the literature in the literature, but it is conditioned by criteria and points of view from which the individual authors are based, eg: spatial aspect (micro, meso, macro environment), nature of activity (working, recreational, residential), nature of stimuli (natural, social, cultural, educational).

“Under the term environment, we understand the whole system of external conditions that surround man, act as a system of developmental stimuli, and to which he creates interacting relationships. The environment is a significant external determinant (factor) of personality development and, together with the upbringing and self-activity of a person, with its inherited and hereditary factors influencing its development. It is primarily a system of involuntary, spontaneous influences that can affect not only positively but also negatively.” (1)

The social environment has a strong influence on economic relations, but also on the density of occupation, the professional and age structure of the population, behavior, health, hygiene. The cultural environment is, in turn, created by the material and intangible results of human activity in the economic, artistic and spiritual spheres.

The educational environment includes all the stimuli that are typical of the upbringing and which are mainly the school but also the family and other educational and social institutions. (2) At present, we often encounter in the literature the concepts where the authors seek to define the social environment that causes cultural and psychological deprivation, and such environment is referred to as a "socially disadvantaged environment", an educational and socially less stimulating environment, a socially and linguistically disadvantaged environment, social and educational insufficiently stimulating environment, pupils coming from educational and social pathological environment "and other definitions that characterize some degree of social pathology. Most authors associate the concept of socially and linguistically disadvantaged environment with the way of life of Roma communities. Klein and Matulay combine social disadvantage with poverty, which is "considered to be the basic determinant of the quality of life," and state that "a widely recognized key to tackling poverty is education." (3)

From the point of view of the development of children and young people, the main components of the social environment are primarily family, schools and other extra-curricular and extraterrestrial settings that are decisive for guiding the development of each individual. We consider the social environment to be a significant factor influencing the quality of education, including the education of Roma pupils, because the socially disadvantaged environment does not provide enough incentives to meet the needs that are needed for adequate child education. It is characterized by inadequate incentives for the optimal development of the child in terms of somatic but, above all, psychological aspects. The child has little incentive to develop cognitive abilities, develop senses, feelings, and personality traits. This is caused either by lack of time to educate a child, or by not raising his or her education. This situation causes social and educational neglect of children growing up in such environments, which anticipates problems at the beginning of schooling in the area of cognitive functions, knowledge, problems with socialization on the one hand and, on the other hand, problems with recognition of the prevailing social norms of the majority society. The child from such an environment does not have the basic needs at a reasonable level and the consequence of this psychological or cultural deprivation is manifested in the mental, social, emotional, and professional deficiency.

Schools and school facilities are based on the characteristics of the socially disadvantaged environment, which are defined in the school law. The socially disadvantaged environment (poverty or culture) is defined as an environment that, in terms of social and language conditions, insufficiently stimulates the development of the individual's mental, emotional and emotional characteristics, does not support effective socialization and does not provide sufficient incentives for personality development. It causes socio-cultural deprivation, distorts the intellectual, moral and emotional development of an individual, and for educational reasons we consider him to be a person with special educational needs.

The socially disadvantaged environment is a family for a pupil:

- who is provided with assistance in material need and the income of the family is the maximum amount of the subsistence minimum,
- in which at least one of the parents or the person to whom the child is placed under personal care belongs to a group of disadvantaged job-seekers,
- in which the highest completed parental education is basic or at least one of the parents has not completed basic education,
- which has non-standard housing and hygienic conditions (eg the pupil does not have a reserved place for learning, has no own bed, no electrical connection is installed, etc.). (4)

The specific objective of educating and educating pupils in the socially disadvantaged environment is to achieve a proper development of their capacities by eliminating or eliminating disabilities resulting from social disadvantages (eg communication skills, cultural and social exclusion, hygienic habits, ...). If a pupil has a weakened cognitive abilities, a

specialist (psychologist, special pedagogue) from a pedagogical-psychological counseling center who recommends the most appropriate way to educate a pupil from the socially disadvantaged environment is determined.

A psychological and special pedagogical examination is carried out. The psychological conclusion will determine the current level of mental abilities and at the special educational level the level of school knowledge according to the given year. The diagnostic report from both examinations describes the following areas:

1. Cognitive functions:

Speech - speech development level, communication skills, speech content level, articulation of vocabulary, vocabulary capacity and others.

Thinking - abstract, concrete.

Memory - optical memory, auditory memory, short-term, long-term.

Ability to concentrate attention - ability to concentrate a pupil on the task being developed.

Mathematical concepts - current level of numerical comprehension, numerical structure perception, ability to translate word-logic, mathematical operations.

Visual perception - the ability of visual or optical differentiation, visual analysis and synthesis, and visual memory.

Hearing perception - perception and reproduction of rhythm, differentiation of hearing, acoustic figures, hearing and synthesis and auditory memory.

Orientation in space and time.

2. Motor functions:

Gram-motor skills - current level of fine and coarse motors, graphomotors, oromotorics (spoken motor), oculomotorics (motor movements of eye movements).

Motor coordination - correctness and compaction of individual movements, orientation to the body and proper ability of rhythmicity.

Senzomotoric Functions - interaction and connection of perception with movement. It is a link between cognitive and motor functions.

3. Learning outcomes:

Reading - Reading and reading techniques are read in reading.

Writing - Writing is focused on the correct shape, size and gradient of graph, font liner, grasping writing needs, correct text depreciation, quality and quantity evaluation of the content and formal pages of the script.

Mathematics - The current level of mathematical abilities in terms of age and comparing with intelligent assumptions.

Diagnostic testing - Comparing performance with knowledge and its use in the educational process.

We will then investigate whether some areas are weakened, undeveloped, where the pupil's activities fail, what we can improve and change when acquiring new knowledge and skills.

Undeveloped or weakened cognitive abilities cause pupils difficulties and have a negative impact on school performance.

These are in particular the following difficulties in the following areas:

- Visual perception - deficits in the development of visual perception are manifested by difficulties in reading, writing, when the pupil confuses shape-like letters, graphic characters in all subjects, including foreign language, mathematics, reading. The student reads slowly, he or she is weaker in the text, in the map, in the geometry he has problems in distinguishing the units and the auxiliary lines in the axial and center symmetry, in the arithmetic, in the correct execution of the units and the auxiliary lines in the axial and center symmetry, in the arithmetic when performing correctly the mathematical operations. Problems also occur in the correct orientation in the textbook - Hearing perceptions
- Attenuated hearing perception directly affects the practice of correct writing and reading. In the case of a poorly worded word structure, the weakening is reflected in a written speech. The acoustic signal in a pupil who has a weakening in the auditory perception is slower and also less accurate. Often this is caused by weaknesses in the field of phonemic awareness, auditory synthesis, analysis, differentiation. Weakened hearing perception causes an inappropriate connection of the sound, that is to say the voice, the shape of the graph, that is, the letters. The pupil with these difficulties has difficulty writing a dictation when there is a confusion of sound-like words, omission of letters in words. Inaccurate hearing perception also affects the area of speech, which is also reflected in the poor understanding of the teacher's interpretation. Pupils with a hearing deficiency deficiency have a weakened verbal memory, which causes an increased error in writing in the mother tongue, foreign language, but also in the misuse of learned lessons in other subjects in which verbal learning is involved.
- Speech - the main problem in speech disorder pupils is no longer simply the inability to speak out speech / speech incomprehension for the listener, dysgrammatism, bad stylization, limited vocabulary that does not allow enough to express their thoughts / but the language deficit affects the correct learning oral and written form of language. Weaknesses occur in the awareness of the word structure of words, misspelling of spelling rules, poor understanding of the text, inadequate selection of important information that the teacher says in the course of the curriculum. It also leads to a weaker processing and understanding of the text the pupil reads, needs to remember and finally formulate with his own ideas.

- Thinking - while one student has well-developed abstract logical thinking, the other can be welldeveloped specifically. However, it is necessary to develop the pupil's complex abilities in the educational process and to support him / her individually to what he or she has the abilities, or to develop those skills that have a less developed abstract logical thinking. A student who has less developed abstract thinking is taught mechanically, and has difficulties not only in acquiring mathematical skills, but overall, compared with peers, he also achieves weaker results in other school skills, in subject geometry, language teaching, physics
- Memory - is important for preserving the information we can generate when we need it. Shortterm memory - retains the content of information only for as long as it prepares them for processing. Short-term memory performs short-term preservation of the content of perception, when it weakens the pupil has difficulty, when writing a dictation when, while dictating a sentence, the sentence hears the whole, but has problems, remember and keep all the words in memory until the sentence completes. Frequent error occurs also in misspelled words, omission of words, inadequate application of grammatical rules, and subsequent back scrutiny. The long-term memory keeps long-term learned lessons so that the pupil knows him after some time. Defects in the area of long-term memory are then manifested in a way that the pupil wins more severe shortcomings, selecting words, automating multiplayer training, remembering learned poems, songs, and making a particular teaching material in writing a test.
- Concentration of Attention - Attention is the ability to choose from the many stimuli one that is at the moment the most important for us. The student who has weakened attention is unable to concentrate his attention during the writing of the dictate so that he writes the entire sentence in whole and all the words of the sentence without repetition and at the same time applies the learned grammar rules in the text in parallel with the backward checking of the correctness of the written text in the disturbing moments in class. Attenuated attention affects not only memory but also visual and auditory perceptions, causing increased error rate and misconceived task.
- Mathematical abilities - The level of impairment of mathematical abilities may be due to a disorder or inappropriate and inadequate stimulation by the family, the school, compared to general intelligence. When assessing the extent of disruption of mathematical abilities, the level and structure of general mathematical abilities and intellectual abilities are compared. In some pupils, mental abilities are developed in an appropriate age, some are, on the contrary, disrupted, and thus cause difficulties in learning the right mathematical skills. A student with a countdown disorder has difficulty in acquiring mathematics and using basic mathematical operations with good intellectual abilities. Weaknesses show either numerical or mathematical judgment when it understands the importance of the operations performed. Difficulties also appear in solving verbal problems that require not only good reading with understanding but also a good understanding of the meaning of mathematical terminology that is given in the assigned role.
- Graphic speech- properly graded pupil's graphical expression is an important attribute for success in school. Insufficient automation of graph-motor movements has difficulties in writing. Their persistence causes problems in learning the right shape of letters. Weaknesses in the graphical manifestation are caused not only by improper holding of the pen, but also by the misguided movement of the hand and eye. The difficulty of the pupil is in the writing area, when the font is inappropriate, scrawny, less readable, unreadable with increased error rate, strong pressure and uneven inclination and size. Problems also occur in geometry. The resulting graphmotor performance is based on the level of visual perception and imagination, fine motoring and sensomotor coordination.
- Spatial orientation - in its weakness, the pupil has difficulty in technical subjects, mathematics, physical education, overall orientation in space and right-left orientation on the body. The weakening of this partial cognitive function also manifests in the ordinary life of problems in acquiring the right driving skills and good spatial and right-wing orientation.

Methodology

The purpose of the investigation was to assess which pupils from a socially disadvantaged environment have special educational needs that manifest themselves as developmental learning disabilities, but the difficulties are caused by the impact of the socially disadvantaged environment. In the months of April to June 2016, we have, therefore, carried out psychological and special pedagogical examinations of pupils from the socially disadvantaged environment in the center of pedagogical and psychological counseling, with the consent of legal parents. The survey sample was made up of primary school pupils (boys and girls) who attended 1st - 9th year of primary school, aged 6-16 and met the criteria of a pupil from a socially disadvantaged environment. The sample consisted of 153 pupils, 72 pupils from the first grade of the elementary school, 81 pupils attending the second elementary school. Of the total, there were 51 girls and 102 boys.

For the investigation, we used the most commonly standardized diagnostic test batteries. We performed the Reading Test, Testing of Basic Mathematical Abilities, Diagnosis of Specific Learning Disabilities, Visual Differentiation Examination in special pedagogical examinations. These tests helped us to discover undeveloped or weakened cognitive and motor functions that cause learning difficulties.

Analysis of results

Significant learning difficulties were experienced by pupils living in settlements than living in towns. It has been a problem in any of the above-mentioned areas.

The most striking difficulties were in the sphere of speech - very weak to faulty vocabulary, weak expressing skills, dysgrammatism present, often reduced speech comprehension in the written language. We have not discovered the incidence of impaired communication ability, dysplasia, but articulating clumsiness and specific sycamia assimilation are often present in speech.

Reading was done for all pupils. We have registered slower, spelled and syllable reading for freshmen, in the higher years the reader technique has been fixed and the readings are smooth, in the band of the average. Difficulties, however, occurred in understanding the text. Only a third of the examining students knew how to read the text. Others have been reading without understanding, or have only been able to answer questions about the text.

Writing was tested in writing, dictation, transcription and writing. The most difficult area was the dictation, in the lower years the pupils had to be helped with the letters, the pupils from the higher grades wrote fluently, the errors occurred mainly due to the non-application of the grammatical rules in practice, the absence of diacritical marks, the non-observance of the boundaries of the words. However, we also did not identify the specific errors we find in dysortography.

In the area of hearing perception, the greatest impairments in the auditory memory were the weakening of remembering simple text. Correctly, both phonematic and aural differentiation was acquired, as well as the area of hearing analysis and synthesis.

Also, there were no significant weaknesses in the field of visual perception, and the area of vision was well developed.

Mathematical skills were the best developed area. Pupils counted all the examples presented correctly, errors only occurred with some examples of cross-over examples. Correctly, they had fixed multiplication and division procedures. Spam was counted, finger counting occurred in lower grades.

Spatial and right-handed orientation was correctly adopted for all pupils or in the direction, on the desktop, showing the instructions to each other and to the other. The examination also focused on the level of development of fine motoring, with most pupils performing without weakening. At the same level was the ability of concentration, attention and thought.

Conclusion

Pupils coming from the socially disadvantaged environment live in a low-powered environment, they usually do not have the conditions to learn, at home there is no one to help with learning, with homework. It seems that even their supporters are not supported in learning and in achieving better results, with the possibility of being better placed on the labor market. That's why we were surprised by the performance of some of the pupils we've identified. At that time, they did not have regular preparation for schooling and did not receive adequate care in school as other pupils. For some, we have identified special educational needs and, therefore, we have encouraged individual pupils to develop programs to help them develop their weakened functions and thus eliminate their learning difficulties.

Suggestions for pedagogical practice:

In the recommendations for the school, we propose for each investigated pupil to develop an Individual Education and Training Program, which will develop a Compensation and Development Program to develop underdeveloped and weakened abilities.

During the teaching process the teacher:

- takes into account the pupils' with special education needs by proceeding to mitigate the educational deficiencies that result from them, developing the individual skills and assumptions of pupils to acquire the knowledge, skills and habits they use in their personal lives, focusing on areas where the pupil could achieve success, developing pupils' limited functions, skills and abilities, applying special teaching methods, special pedagogical procedures, the use of therapeutic techniques or their elements, and the use of special teaching and compensatory aids,
- applies an individual approach to pupils, differentiates between roles and activities, taking into account the different educational abilities and skills of pupils, - respects the individual learning and working tempo of pupils,
- makes efficient use of compensatory and special teaching aids and allows pupils to work with them as recommended by educational counseling and prevention facilities,
- the pupil helps to overcome the barriers in the learning of the special school teacher, respectively teacher's assistant,
- creates and promotes a positive and positive atmosphere in the classroom by respecting the pupils' personality, expresses positive expectations in fulfilling the tasks, reacts encouragingly, encourages their self-confidence, accepts the right of the pupils to make mistakes, does not use derogatory statements, notes and leads the pupils to tolerance,
- develops the cognitive competences of pupils with special education needs by making knowledge accessible in a meaningful way, with an emphasis on the creation of basic concepts, good ideas, practices, practical activities, poses questions of interest, pupils' curiosity, assigns tasks to active perception, concentration of attention, understanding,
- assigns tasks for the application according to the capabilities, possibilities and prerequisites of pupils with special education needs,
- develops pupils' competences for lifelong learning by making use of the mid-term verbal, motivational, praise of pupils for their efforts, appreciating their progress in learning as well as previous achievements.
- develops appropriately the working habits and skills of pupils with special education needs,
- creates opportunities for pupils' attitudes, views and experiences,
- assigns tasks requiring mutual cooperation and assistance from pupils, applies cooperative teaching, thus developing the social competences of pupils with special education needs.

The socially disadvantaged environment has a significant impact on pupils' school success. Based on the suggested recommendations, we can assume that schools will develop an individual program for pupils from the socially disadvantaged environment that encourages them to learn, develops weakened skills, opens their way to gaining education and employability.

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