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ANALYSIS OF SOCIAL AND FAMILY ENVIRONMENT OF STUDENTS FROM A SOCIALLY DISADVANTAGED ENVIRONMENT.

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ABSTRACT

In this paper we analyze the social and family environment of students from socially disadvantaged backgrounds. We developed a record sheet in which we surveyed the living conditions of students and their families in two areas. We focused on the issues of housing and education of parents and in the second part on the environment in which the student grows up. We obtained interesting information that suggests ways to improve the living conditions of these interviewed families.

KEYWORDS: environment, social environment, family, student.

INTRODUCTION

From the media we learn only austere information about the failure of students from socially disadvantaged backgrounds, about their poor results in schools. We almost have no information about the education of parents, about housing, about the financial situation in the family, about the employment of parents, about care in schools about these pupils, so sometimes we can't even help in a targeted way.

Materials and methods: Our research focused mainly on these important areas of CAP family life. It is difficult for us to understand their life situation if we do not know it. The environment affects children and since its stimulus children have developed, so we also monitored the development of children in their free time, in the school group, in the family. Therefore, we designed our anamnestic sheet so that we could look at each important area in the life of the family and be able to assess its level and current life options of each monitored family.

RECORD SHEET:

I. Basic data:

From the first part of the record sheet, we were mainly interested in the following questions: Residence, Education and occupation of father and mother, and whether the child attended kindergarten, and, if necessary, how many years.



II. Environment in which the student grows up:

In this area of the record sheet, we have already focused on specific issues concerning the environment, family structure, housing conditions, household equipment and general living conditions.

We evaluated the questionnaire and obtained these important data that show us the social and family conditions in which children grow up.

RESULTS AND DISCUSSION:

I. Basic data:

1.1. Residence

We were interested in where the child grows up, whether it is a city where the family lives with the majority population, or it is a separate part of the settlement near the city where the minority lives, without influencing the majority, it is also in the village or is it is a completely excluded part of the settlement outside the village, but belonging to the village. Most pupils attending primary school and the parents interviewed live in a settlement - whether in a town or in a municipality, they live on the edge of the majority population and mostly form their own community. However, it is positive that some families already live together in a city with a majority population.

1.2. Mother 's education and father' s education

The issue of parents' education is very important for children in the family. On the one hand, parents with a higher level of education have a better chance of finding a job, on the other hand, they provide their children with a number of stimuli, lead them to responsibility, guide them in their behavior, support them in learning. Parents only with basic education, resp. with incomplete education or parents who have finished special primary school are almost unusable on the labor market, they cannot find a suitable job, they are rather only day laborers or seasonal workers, they are later mainly recipients of benefits in material need and are dependent on help from the state. Likewise, the incentives for their children are of lower quality and in a lower quantity, they correspond to the level of education of their parents just achieved. We found out that parents most often completed primary education, ie completed compulsory schooling in primary school without further continuation in secondary school. During interviews with parents, we asked them why they did not continue their studies. The answer was clear - the benefits in material need were higher than the family allowances they had received so far. Another important factor was the reluctance to go to school and study, a clear rejection of education. Completing compulsory schooling and attending school was important only so that parents did not lose family allowances and pupils did not have unjustified school hours. The ability to learn to read, write and count was irrelevant to them, they did not attach any importance to the control of these activities in the future, although it was explained to them that without control of reading and counting, they would not apply in life. Here we also see the failure of parents in these adult parents,



who did not lead them to education and learning and did not support them. However, we see that we also have parents with a secondary education, whether they have completed a vocational school without an apprenticeship certificate or with an apprenticeship certificate, a secondary vocational school with an apprenticeship certificate and without a GCSE. Despite their education, they are equally unemployed, but they still have a higher chance of completing retraining, completing their education, completing their high school diploma in order to apply in the labor market.

1.3. The vocation of the father and the vocation of the mother

This area is closely related to education and employment. Parents found it very difficult to find an answer to this question. We must state that no one from the parents surveyed has a permanent job. In the field of the father's profession, the majority mentioned the unemployed, they are kept in the records at the labor office, or employed in the municipality as part of activation work. In the interview, we learned that they increase their family budget through daily or seasonal work in households, on construction sites, on farms, or travel abroad to family, friends, and other Roma entrepreneurs for a period of time to earn money for their family.

We have only clear answers for the mothers of these pupils, and that is the unemployed, kept at the employment office or on maternity leave. Only mothers with compulsory school children are employed at the municipal office as part of activation work.

1.4. Siblings

The last question from the first part of the record sheet was a question about the number of children in the family and their current age classification.

The number of children in individual families varied, ranging from 2-12 children in one family. Of this number, some children have already completed compulsory schooling, have their own household or live with their parents, some are in primary school, kindergarten or are not 3 years old.

We were interested in whether the children attended kindergarten, and if so, how many years, whether they had a verified school ability and with what result.

We learned that not a single child attended kindergarten for 3 years. All of them started attending kindergarten at the earliest two years before the start of compulsory schooling, but most children started going to kindergarten last year. There were also cases where the child did not go to kindergarten at all. To the question Why? There was a clear answer – that he was still crying, he didn't want to get up, he had no friends, he was beaten by children in the kindergarten, the kindergarten was far from his place of residence and his mother was afraid that something would happen to him. If the nursery were



close, it would go often and constantly.

II. The environment in which the student grows up

2.1. Environment in which the child grows up

We have answered this question in the first part, it concerns the place of residence. We learned that children live in a town or village and in settlements near towns and villages. If the child lives in the city, he has contact with many children from the majority, he is more active, more oriented, he is forced to behave socially, he goes to shops, he also has the possibility of cultural activities. Children living in the village do not have such a wide range of contacts, but they also have plenty of opportunities for their personal development. Children living in settlements have the least stimuli from the outside environment, they form their own community, they are not forced to communicate in written language, their whole day is relatively monotonous, without other social contacts. At this point, we see the very important environment in which a child grows up.

2.2. Family structure

In this question, we found out whether the child lives with their own parents, or some of the parents are stepchildren, whether the child has their own or even half-siblings, whether they live in the family together with other relatives.

All children live in a complete family with their own parents and siblings. Only 49 families live with other relatives - grandparents, father's sisters, mothers and help each other.

2.3. Conditions of the family environment

The issue of housing is important not only for the minority but also for the majority group of the population. While some have enough funds to build their own housing, some without the help of the state, municipalities, entrepreneurs, sponsors, non-profit organizations cannot provide their own housing. Therefore, we were interested in the conditions in which children grow up most families already live in their own family houses or are apartment owners. Only a small part lives in a sublet in an apartment and a minimum in shacks. It is a relatively satisfactory situation, because we see that parents care about decent and adequate housing for their family. We will get different answers to the question of how you built your house. Some inherited the house from their parents, others earned money abroad, bought houses from the original inhabitants of the village and adapted them to their needs, some were helped by the village by participating in projects. Parents also take care of their decent housing for social reasons - if they do not have adequate housing for their children, they will be taken to children's homes. In many of the villages we visited, the municipality and non-profit organizations built municipal flats, in which entire families who lived in shacks moved and at the same time met all the requirements of the municipality for such an apartment to be allocated to them. For



this reason, all the huts in the villages - settlements - are slowly disappearing and the overall aesthetic aspect of the village is also changing. Of course, there are individuals who are comfortable with living in shacks, due to the minimal cost of housing and such a form of housing do not want to give up or it is the only option in such a temporary residence to provide their family with a roof over their head, because they do not have money for a house.

2.4. Access to basic infrastructure and equipment

We consider connection to the basic infrastructure to be a natural matter, and without this equipment we cannot even imagine our lives. However, we still have settlements in Slovakia, where they can only dream of electricity or water supply. In some settlements it is a luxury to have water and electricity right in the house. The built infrastructure in towns and villages is the business card of mayors and mayors and also depends on the finances in the village. Although the connections and connections are ready to use these resources in households, again there is the financial question of whether families can pay to be connected and thus have electricity and water secured.

The biggest problem in households is the connection of water and electricity. Although electrical connections are at every house, it is again a question of applying for electricity and money to pay all receivables and deposits. A family living on the brink of poverty does not have the money to pay these fees, so the only source of light in the household is an oven fire or a candle flame.

Water is currently a very rare commodity, so if a local water supply system is built in the village, in the settlement, it is a great benefit for all families. Only the water connection in the center of the village suits many and it again depends on the mayors how the water fees will be paid. We also encounter situations where residents carry water in various containers from natural sources, from wells, from rivers, regardless of water quality.

Gasification in municipalities is also very expensive for ordinary citizens, so only in cities and in some municipalities, gas is installed, but not all residents are connected, because gas payments also have their price and since families in households do not have central heating and in winter they heat with wood and they cook on wood stoves, gas is not important to their lives.

Sewerage is just as important as water and electricity, it is related to the standard way of life, but again the sewerage of houses is in many municipalities only on a theoretical level and consideration, only in cities and in some municipalities this infrastructure is built. It is difficult to solve sewerage in villages and settlements if we do not have water in the houses, which is also associated with bathrooms, sanitary facilities, kitchens, laundries.



Waste collection is provided in every place of residence, sometimes at the expense of the municipality, as we learned from the mayors of the affected municipalities and cities. They care about the cleanliness of the surroundings and the environment, they take care of maintaining order in the village and in the city, it is the first prevention against the overpopulation of rats and the spread of diseases. We even noticed the first signs of waste sorting.

2.5. Living conditions, access to equipment

The previous area is followed by another question, such as the basic equipment of the household and thus adequately secured living conditions. We cannot imagine household equipment without having a toilet, apartment, bathroom, refrigerator, washing machine, telephone / mobile phone, TV, car in the house. We consider these funds to be a common standard. However, there are families who cannot afford this equipment, which significantly affects their standard of living.

In families who live in family houses, flats and have a water and electricity connection, we have all the above options in our household equipment. They are inhabitants who live directly in villages and towns. Only in some cases we do not have a washing machine, refrigerator, almost everywhere there is a TV or mobile phone, some families also own a car. The worse situation with household equipment is in settlements near municipalities and cities. Here we are already seeing significant differences in equipment. Households lack a bathroom, toilet, washing machine and refrigerator, if they do not have electricity, they do not have a TV or mobile phone, the car is not at all. These families are dependent on the help of a family that has these appliances and is willing to lend them, or the municipality has created conditions - a municipal laundry, a bathroom, where the family has the opportunity to use these services. If the family does not have such conditions created at home, it is difficult to teach and maintain hygienic habits and require them from children at school if they have not encountered such a situation at home.

2.6. Sleep, recreational abilities and privacy of children

In the families of the majority, the rule is that almost everyone has their own room, their privacy, their own corner, where they realize, learn, create, spend their free time. We were interested in whether children in families from socially disadvantaged backgrounds also have such conveniences.

We found that not a single child has a separate room for learning and sleeping, whether they live in a village or in a city or in settlements. 40% of respondents share a room with siblings, they are from the village and the city. The remaining 60% sleep and learn together in one room with all family members, siblings, parents. This number is already alarming, but this cohesion is part of the minority mentality. They are all happy together, they do not isolate themselves. They live in small houses, one room and one kitchen are enough. They have their lifestyle very simple, provide basic living needs such as food



and sleep, other areas of life are not as a priority. That is why we sometimes encounter an indifferent approach to learning and education, children take over the way of life of their parents, where learning and education did not have the main place.

2.7. Around the house

Many people could not answer this question with the specified possibilities, because they did not understand individual words such as garden, yard, park, forest, playground. They could clearly answer that they had a yard near the house and a forest near their place of residence. Nobody has a garden in the sense of growing fruit trees, shrubs, useful or ornamental plants, they are not used to growing fruits or vegetables, because they themselves admit that they do not have the time and patience to do so. The yard does not need much care, just sweep and the forest is close, because it is a source of wood and fuel throughout the year. The situation is similar in towns and villages, they can take care of the garden, if they have it. There is a multifunctional playground in each village, children have the opportunity to use these services, but for security and protection of public property from vandalism, they are sometimes locked and unusable for children, so they use different meadows for sports games.

2.8. Cultural and social level of the family

Everyone rated this area as appropriate, sufficient, and happy with it. They maintain their social and family relationships at an appropriate level, maintain their customs and culture, and are balanced and reconciled with this way of life.

2.9. Leisure time

This question was very difficult for the parents because they could not answer how their child spends his free time.

First and foremost, they must fulfill their obligations to their families after returning from school, by caring for their younger siblings, cooking, cleaning, carrying wood and household water. Compulsory school children do not attend the children's school club at the school, where they would prepare for lessons and write homework.

Only some attend a leisure center, where they mainly attend a computer club to play computer games, as they do not have a computer at home. Leisure centers are established mainly in cities, so only city children visit this center.

Pupils do not attend art schools, they listen to music on mobile phones, mp3s they own. Parents seldom support their children's talents, which is also a costly affair, so they do not look for other opportunities to develop their talents.



There is also no answer to the question of caring for pets, they take the dog and cat as part of the family, not as an animal that needs to be adequately cared for.

Children spend most of their free time with their siblings and friends in the place of residence, they have their circle of friends and their own games with their own rules. If there is also a community center in the place of residence, they like to visit it, because again they have the opportunity to play on the computer, listen to music, watch movies, in case of interest they have the opportunity to prepare for lessons, learn small handicrafts, play board games. They are also rewarded with a trip for good behavior and attendance, so they like to use this form of leisure time. It is in these facilities that the child's personality, cultural and social behavior develops the most, where he receives the first important information as to why it is important to learn, educate, receive advice on how to manage funds so as not to make debts; they will learn the basics of first aid and many other useful activities needed for later life. That is why we highly value the work of community workers and all social workers in the field, who pass on their advice and knowledge to parents and children and are very helpful to them in their difficult life situations.

CONCLUSION

Through research, we found out in what difficult conditions children and students grow up. We have the opportunity to help these families and change their living conditions. It is important to start working with young families, with children, to explain to them the importance of education, because the higher their education, the higher their chances of employment in the future, they have a certain financial income. A quality family and social environment also contributes to the school success of children and their inclusion among the majority population.

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