

The Negative Impact of the Poor Economic Level on the Students' School Success

Costică Lupu^{1*}

ABSTRACT

The “Ion Borcea” Technical College from Buhuși is a school unit that aims to provide opportunities for theoretical and practical training, with real chances of insertion on the job market, in the domains: textile and leather industry, public constructions and tendering, trade, by taking into account the aspirations professional of students.

The students' attraction for the enumerated domains has found the appropriate environment to lay the bases for a prospective improvement/ passion and addresses young persons with ages between 14 and 18 years.

During the 2014/2015 school year, at the “Ion Borcea” Technical College, there were enrolled 744 students, divided into 28 classes.

The article presents applicative research the impact of socio-economic background on educational outcomes and their training. There is a close link between the economic status of parents and school children.

In our research there were used the following research methods: the observation and conversation; the analysis of school documents, questionnaire and the statistical methods.

Keywords: Applicative Research, Impact Socio-Economic, Professional Competences,

In recent years, the obvious gap between the different social classes and strata, in socio-economic terms, has generated a negative impact upon the students' school success. This is also reflected in the students' health, level of training and professionalization who attend the “Ion Borcea” Technical College from Buhuși. The parents' poverty materializes in the poor living standard in terms of clothes, food and school materials for their children. That is why, we intend to conduct a constative research on the impact of the underprivileged socio-economic environment upon the children's physical and mental growth, as well as upon the school results in their professional training.

Given the new trends in education – centring on forming and building the key of competences, individualizing the education and, implicitly, centring on the student and on developing his

¹ Faculty of Sciences, Department of Mathematics-Informatics and Education Sciences, "Vasile Alecsandri" University of Bacău, România

*Corresponding Author

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cognitive potential, the existing educational context imposes an intensification of the training of students in the 12th and 13th grade, especially for the Baccalaureate disciplines, whereas at the other disciplines or modules the focus should be on formative education and modern evaluation, so that students may reach the level of competences corresponding to each discipline. This level of training may be achieved with students who have a good material situation, who are correctly and sufficiently nourished, in order to cope with the educational endeavour.

OBJECTIVES

The research proposes verifying achieving the following objectives, deduced from the objectives of the new scholastic curriculum and implements technological college: - ensuring basic education for all citizens, building key competences; - funding the educational act on the basis of the students' personal and professional development needs, from the perspective of sustainable development and ensuring economic and social cohesion; - opening the educational and professional training system towards society, the social, economic and cultural environment; - ensuring the complementarities of formal, non-formal and informal education, life-long learning as a major dimension of the educational policy; - enhancing the quality of the teaching-learning processes, as well as of educational services.

HYPOTHESIS

If parents' living standards are low, then the students lack motivation for a good professional training, also, they are not able to sustain constant effort for acquiring knowledge and building professional competences.

The professional competencies proposed in the new national curriculum, regarding existing specializations in college: - identification and description of how to plan the needed materials; - identification of the need to plan the work force; - planning the activities characteristic of the job based on documents; - keeping a record of dangerous workplaces; - reporting on the risk factors from the workplace; - monitorization of the special situations from the supervised sector; - selection and use of working and protection tools characteristic of the workplace; - characterization of the production of clothing; - setting the stitches used in making clothing items; - operating the simple sewing machine to perform elastic stitches; - operating the special sewing machines; - performing heat-sealed seams; - classification of seams according to different criteria; - enumeration of the domains for using seams; - description of the classes of assemblages; - recognizing manual and mechanic seams by aspect.

METHODS AND TECHNIQUES

The method is connected to explanation and represents a means for discovering an aspect of truth, seeking to answer questions of the type "How?".

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Methods have an essentially instrumental and action nature, also of information and interpretation, being guided by the researcher's general view as well as by the theoretical principles on which it relies and founds its research process.

According to the criterion of the performed function in the research process, we may speak of:

1. Methods for designing the research (sampling, operationalization of concepts etc.);
2. Methods for collecting the data (the interview, the questionnaire, documentation etc.);
3. Analysis and interpretation methods (scaling, factor analysis, comparison, content analysis etc.).

The research instruments are material tools that the researcher uses to know phenomena scientifically (record sheet, device etc.).

The methods, techniques, procedures and even investigation tools are subsumed to the theoretical-methodological perspective, so that their autonomy is only relative. Selection of the research method depends on its appropriateness to the specific of the domain and the objectives. Being a quantitative research, the basic methods used in the present study is analysis of school documents, questionnaire and the statistical methods.

RESEARCH STAGES

Irrespective of the variety of the types of methods used, the research implies the following research stages:

- A. The accurate identification of the investigated issue;
- B. Formulating a hypothesis that expresses a relation between variables;
- C. Careful deductive reasoning in relation to the hypothesis, in order to investigate the implications of the problem: establishing the corresponding techniques and procedures;
- D. Collecting data for the empirical testing of the hypothesis;
- E. The quantitative and qualitative data analysis;
- F. Accepting, rejecting or reformulating the hypothesis.

SAMPLE DESCRIPTION

During the 2014/2015 school year, at the "Ion Borcea" Technical College, there were enrolled 744 students, divided into 28 classes. The students come both from the urban and rural environment, from Buhuși as well as the surrounding communities: Blăgești (Bacău), Gârleni (Bacău), Racova (Bacău), Români (Neamț), Costișa (Neamț).

RESEARCH DESCRIPTION

Based on the documents we studied (school registers, the data basis on the students in each class and additional information about the students), as well as the questionnaires applied to students, we have completed the tables below. The data reveals the parents', and implicitly the students'

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financial status, their degree of promotion and number of total/ motivated absences for each student. All the results were gathered, centralized according to classes, years of study and theoretical/ technical high-school.

Table no. 1. Application of the data-collection methods and techniques

No.	Name and surname	Class	Income			
			Children's allowance	Occasional income	Grandparents' pension, allowance	Salary, allowance
	B. D.	IX A	X			
	D. I.	IX A		X		
	E. N.	IX A	X			
	E. M.	IX A			X	
	F. R.	IX A				X
	G. R.	IX A		X		
	G.T.	IX A			X	
	R. L.	IX A	X			
	S. C.	IX A		X		
	T. I.	IX A				X
	U. D.	IX A		X		
	A. C.	IX B	X			
	B. I.	IX B		X		
	B. N.	IX B		X		
	B. T.	IX B	X			
	C. E.	IX B			X	
	D. R.	IX B				X
	E. G.	IX B			X	
	F. R.	IX B		X		
	G. S.	IX B		X		
	P. T.	IX B	X			
	R. F.	IX B		X		
	A. M.	IX C			X	
	A. U.	IX C				X
	B. O.	IX C			X	
	B. P.	IX C		X		
	C. T.	IX C	X			
	D. E.	IX C	X			
	F. R.	IX C		X		
	G. A.	IX C		X		
	G. T.	IX C			X	

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	J. A.	IX C				X
	L. O.	IX C		X		
	M. A.	IX C			X	
	N. E.	IX C		X		
	O. L.	IX C		X		
	T. D.	IX C	X			
	B. A.	IX D	X			
	D. E.	IX D		X		
	G. T.	IX D		X		
	S. U.	IX D			X	
	T. D.	IX D	X			
	A. S.	IX E		X		
	B. D.	IX E			X	
	C. R.	IX E			X	
	D. D.	IX E		X		
	F. R.	IX E				X
	G. T.	IX E		X		
	H. G.	IX E	X			
	P. O.	IX E		X		
	S. E.	IX E			X	
	D. T.	IX F				X
	M. G.	IX F			X	
	N. T.	IX F		X		
	O. T.	IX F	X			
	P. I.	IX F		X		
	C. E.	IX G			X	
	D. R.	IX G		X		
	M. T.	IX G				X
	N. O.	IX G		X		
	P. T.	IX G	X			
	R. E.	IX G		X		
	A. A.	IX A			X	
	A. G.	IX A		X		
	B. R.	IX A	X			
	C. T.	IX A		X		
	D. E.	IX A			X	
	A. S.	IX B				X
	A. G.	IX B			X	
	B. T.	IX B		X		
	C. D.	IX B	X			

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	D. R.	X B		X		
	E. T.	X B			X	
	N. U.	X B	X			
	B. T.	X C		X		
	D. I.	X C			X	
	F. R.	X C		X		
	G. T.	X C				X
	H. R.	X C			X	
	J. T.	X C		X		
	T. R.	X C	X			
	U. I.	X C		X		
	A. D.	X D			X	
	B. R.	X D	X			
	H. F.	X D				X
	L. O.	X D			X	
	A. C.	X E	X	X		
	B. R.	X E		X		
	C. U.	X E			X	
	D. R.	X E		X		
	E. D.	X E			X	
	F. R.	X E		X		
	M. T.	X E	X			
	A. R.	X F				X
	A. U.	X F			X	
	C. R.	X F		X		
	D. I.	X F	X			
	F. T.	X F		X	X	
	M. L.	X F				X
	N. O.	X F		X		
	A. E.	X G	X			
	D. U.	X G	X			
	G. N.	X G		X		
	J. S.	X G	X			
	L. O.	X G				
	D. R.	X I A		X		
	F. V.	X I A			X	
	V. I.	X I A		X		
	D. M.	X I B				X
	H. U.	X I B			X	
	J. C.	X I B		X		

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	O. P.	XI B	X			
	F. R.	XI C		X		
	O. I.	XI C		X		
	P. T.	XI C			X	
	Z. A.	XI C				X
	A. H.	XI D		X		
	F. T.	XI D			X	
	G. T.	XI D		X		
	V. P.	XI D	X			
	A. G.	XI E		X		
	F. N.	XI E			X	
	G. R.	XI E		X		
	H. O.	XI E	X			
	L. I.	XI E		X		
	R. T.	XI E			X	
	C. T.	XI F				X
	J. T.	XI F		X		
	L. P.	XI F	X			
	C. I.	XII A		X		
	F. T.	XII A	X			
	J. I.	XII A		X		
	A. A.	XII B	X			
	B. H.	XII B		X		
	H. I.	XII B			X	
	D. U.	XII B				X
	J. C.	XII C			X	
	H. V.	XII C		X		
	Z. L.	XII C		X		
	D. E.	XII D	X			
	G. T.	XII D		X		
	J. C.	XII D			X	
	L. P.	XII E				X
	N. F.	XII E		X		
	O. P.	XII F	X			
	R. E.	XII F		X		
	A. S.	XIIIF			X	
	C. U.	XIIIF		X		
	I. L.	XIIIF		X		

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Table no. 2. Enrolled, confirmed and promoted students

No.	Class	Enrolled students	Confirmed students	Promoted students	Promotion level %
1.	IX A	28	28	28	100,00
2.	IX B	28	28	27	96,43
3.	IX C	29	29	24	82,76
4.	IX D	28	28	21	75,00
5.	IX E	30	30	19	63,33
6.	IX F	26	26	26	100,00
7.	IX G	28	28	18	64,29
8.	X A	30	30	27	90,00
9.	X B	30	30	19	63,33
10.	X C	29	29	28	96,55
11.	X D	26	26	14	53,85
12.	X E	32	31	21	67,74
13.	X F	27	26	25	96,15
14.	X G	29	29	18	62,07
15.	XI A	25	24	24	100,00
16.	XI B	30	30	28	93,33
17.	XI C	19	19	13	68,42
18.	XI D	21	21	19	90,48
19.	XI E	23	21	19	90,48
20.	XI F	26	21	12	57,14
21.	XII A	29	29	27	93,10
22.	XII B	29	29	29	100,00
23.	XII C	27	27	25	92,59
24.	XII D	27	27	19	70,37
25.	XII E	22	21	14	66,67
26.	XII F	21	21	17	80,95
27.	XII G	23	22	17	77,27
28.	XIII F	22	17	17	100,00

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Table no.3. Promotion level - Theoretical high-school and Technological high-school

	Enrolled students	Confirmed students	Promoted students	Promotion level %
Theoretical high-school	435	434	372	85,71
Technical high-school	309	293	223	76,11
Total	744	727	595	81,84

Table no 4. Absences in order of classes

No.	Class	No. of students	Absences	Absences/ student	Position
1.	IX A	28	23	0,82	28
2.	IX B	28	187	6,68	22
3.	IX C	29	80	2,76	26
4.	IX D	28	182	6,54	23
5.	IX E	30	999	33,30	5
6.	IX F	26	343	13,19	10
7.	IX G	28	1229	43,89	1
8.	X A	30	165	5,50	25
9.	X B	30	515	17,17	9
10.	X C	29	167	5,76	24
11.	X D	26	184	7,08	20
12.	X E	31	809	25,45	6
13.	X F	26	348	13,16	11
14.	X G	29	985	34,19	3
15.	XI A	24	184	7,61	18
16.	XI B	30	69	2,30	27
17.	XI C	19	241	12,68	12
18.	XI D	21	170	8,10	16
19.	XI E	21	768	34,10	4
20.	XI F	21	173	8,18	15
21.	XII A	29	358	12,34	13
22.	XII B	29	230	7,93	17
23.	XII C	27	205	7,59	19
24.	XII D	27	182	6,74	21
25.	XII E	21	522	24,30	7
26.	XII F	21	750	35,71	2
27.	XII G	22	198	8,84	14
28.	XIII F	17	293	17,24	8

Data analysis, processing and interpretation

Following the centralization of the data, we have found the following:

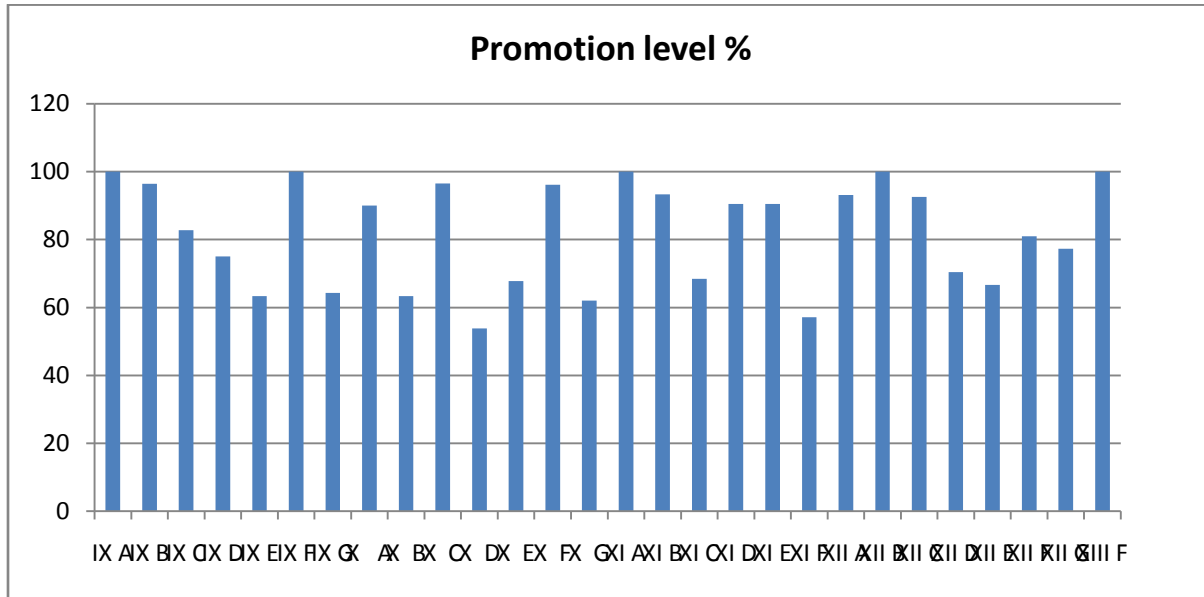


Figure no. 1. Promotion level by classes

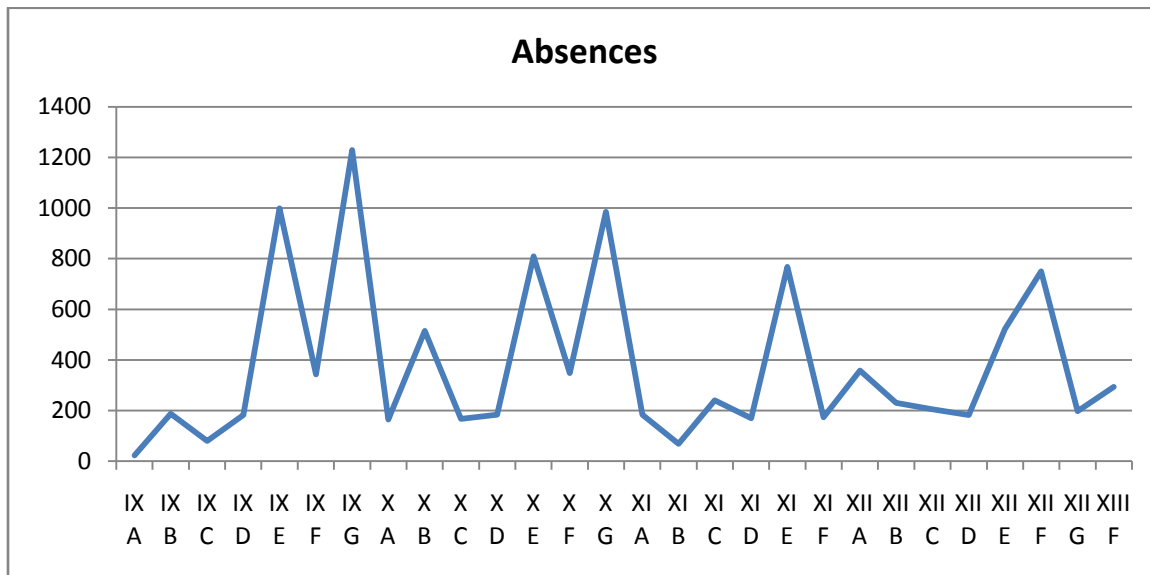


Figure no. 2. Absences by classes

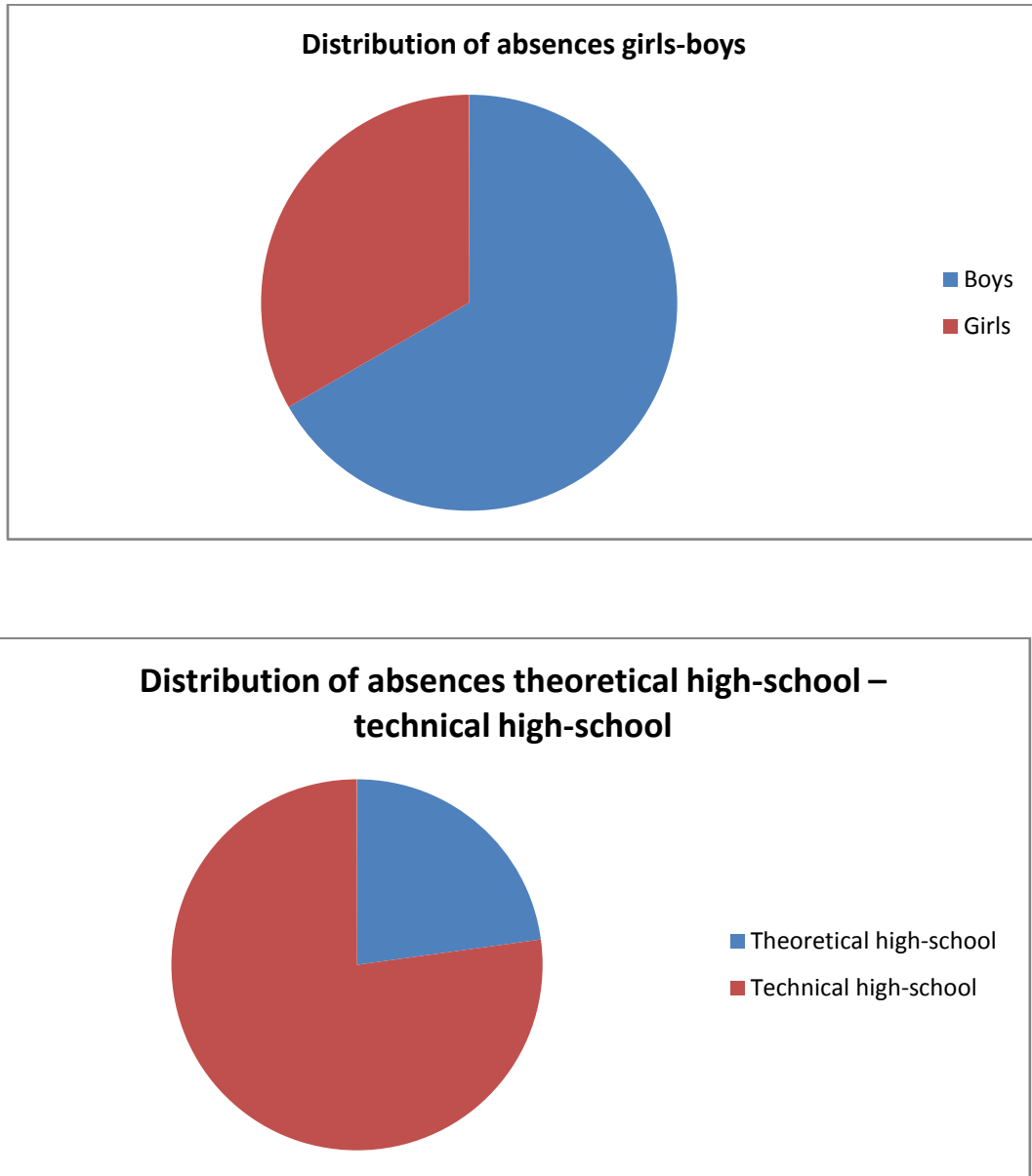


Figure no. 3. Distribution of absences

CONCLUSIONS

At the beginning of the school year, 2014, there were enrolled 744 students.

Confirmed	727 students
Withdrawn	17 students
Promoted	595 students, of which:
Averages between 5-6,99	142 students
between 7-8,99	345 students
between 9,00-10	108 students
Failed	123 students, of which:
1 object	68 students
2 object	27 students
3 object	20 students
4 object	17 students

The research we conducted has generated the following conclusions:

- All the classes comprise students with greater or smaller financial problems. In other words, the students with parents whose financial problems are greater were equally distributed in all the classes.
- The students of the Technical High-school have a greater number of absences than the students from the Theoretical High-school.
- Boys have a greater number of motivated/ unmotivated absences than girls.
- The students in the 11th grade have considerably more absences than the students in the other grades.
- Most students from our high-school, 345 students have averages between 7-8,99, 108 students have averages between 9-10 and 142 students have averages between 5-6,99.
- The promotion percentage for the classes is the result of the parents' involvement in the educational act and motivating the students for learning.
- The students coming from low-income families have lower self-esteem, are afraid of negative evaluation and have a different thinking style compared to their colleagues. At the same time, their ability and availability for physical and intellectual effort is smaller.
- Children coming from low-income families are more exposed to a greater level of poverty than their colleagues. Given these findings, the general research hypothesis has been confirmed.

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