

ORGANISATION OF RE-EMIGRANT PUPILS' EDUCATION IN A PROGYMNASIUM

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INTRODUCTION

The problem of the research. Changing school due to re-emigration is a complicated process, because in addition to the usual problems of changing school, some specific issues of differences in languages, subject systems, cultural environments, etc. emerge. Successful integration at school can have a positive impact not only on a child's academic achievements and well-being, but also on the further relationships they are to develop under different settings. The object of the research is the organisation of the educational process of re-emigrant pupils in progymnasiums. The aim of the research is to reveal the experience of organising the education of re-emigrant pupils in progymnasiums and the preconditions for its efficiency. The methods of the research include content analysis and synthesis of scientific literature and documents; questionnaire survey (written); statistical analysis and summarisation of the quantitative research data.

THE THEORETICAL PART OF THE ARTICLE. The issue of re-migration has been studied both abroad (Kunuroglu et al. (2016); Pichler et al. (2018), etc. Lithuanian researchers Barcevičius (2012); Strumickienė (2019) and others analysed individual aspects of reverse and repeat migration of Lithuanian population. Szydłowska et al. (2019) discussed the feelings of returning migrant children at school. Ruškus et al. (2016) looked into the challenges of reemigration for the education of children; and Bagdonaitė (2020) delved into the preparedness of the education system to accept children from re-emigrant families.

EMPIRICAL RESEARCH.

To achieve the goal of the research, a quantitative study was conducted that relied on the theory of positivism. Based on that positivist provision, the conducted empirical study revealed the characteristics of the organisation of re-emigrant pupils' education in the progymnasium and the factors for its streamlining. *The method of questionnaire survey (written)* was chosen for the study (Creswell, 2009). The questionnaire was properly designed and reliable, because the value of the Cronbach's alpha coefficient was 0.884. The respondents chosen for the present study were the progymnasium teachers who organised the process of educating re-emigrant pupils. The study was carried out in six Lithuanian progymnasiums that worked with re-emigrant pupils. The sample of the quantitative study consisted of 106 progymnasium teachers who were selected through purposive sampling. Statistical analysis of the survey data was performed.

RESEARCH FINDINGS.

In the progymnasiums participating in the study, the re-migrant pupils were most often educated in regular classrooms through drawing up individual plans and making use of the assistance of school education specialists (psychologist, social pedagogue, special pedagogue) during the adaptation period. Individual schedules for work with re-emigrant pupils were drawn up at the progymnasiums, the teachers shared experience with colleagues, consultations were held, and self-education of re-emigrant pupils was monitored. Statistically significant, positive, weak correlations were established between the respondent teachers' length of work experience and the assistance received (from the administration and school specialists) in the process of re-migrant pupils' education ($r = 0.279$) ($p = 0.01$), that is, the teachers with longer work experience tended to more often agree that they received assistance in organising the educational process for re-emigrant pupils. Statistically significant, positive, weak correlations were established between the respondent teachers' length of work experience and their competences of *recognising pupils' diverse abilities* ($r = 0.216$) ($p = 0.05$) and of *mastering new technologies and managing information* ($r = 0.274$) ($p = 0, 05$), that is, the respondents with longer work experience tended to more frequently agree that the teachers working with re-emigrant children needed the competences of *recognising pupils' diverse abilities* and of *managing technology (information)*.

CONCLUSIONS

The education of re-emigrant pupils in the progymnasium would be streamlined by additional formal (Lithuanian language and literature, mathematics) and informal activities, the development of digitalised educational content, search for more diverse forms of cooperation with parents, a dialogue in the school community (between pupils, parents, teachers, and administrators), reflection on pupils' achievements, and dissemination of teachers' best practices in the education of re-emigrant pupils. Continuous provision of teachers with systemic-methodological material on the organisation of re-emigrant pupils' education, online lesson schedules, participation of two teachers or teacher-assistants in the educational process, and creation of a collaborative environment serve as preconditions for more efficient re-emigrant pupils' education in progymnasiums.