
Abstract

Challenges faced by school teachers when working with children from disadvantaged families in different kinds of schools

YOSHIKAZUMI, Takahiro
Chukyo University

This study aimed to investigate the challenges that school teachers who work with children from disadvantaged families have in various types of schools. Qualitative data was collected from 202 school teachers (average age: 42.5 years) using a questionnaire with open-ended questions about their experiences. The data was analyzed using a text mining method. The results showed that primary school teachers were aware of their students' problems in their classes and the financial difficulties faced by their parents. The middle school teachers identified a lack of counselors and social workers in the school and the teachers' lack of experience to provide support, while high school teachers found it difficult to discern children's challenging living conditions. Regardless of the types of schools, the teachers identified the lack of cooperation between schools and social support services. By revealing children's hidden hardships, providing advice about relationships with parents with problems, and providing information about social support services available for children and parents with problems, school counselors could empower teachers to support children and parents from disadvantaged families.

Keywords: child poverty, teachers' challenges, school counselor, consultation, text mining
