

Comparing the Educational Life Quality of Male Students of Fourth Grade between Public Schools and Life Schools of Tehran City

Mina Ranjbari¹, Parisa Irannezhad(PhD)², Vahideh Alipour(PhD)³,

¹MA in Educational Planning , Islamic Azad University, Karaj Branch, Alborz, Iran

²- faculty member in Islamic Azad University, Karaj Branch, Alborz, Iran

³-faculty member of Payame Noor University.

ABSTRACT: *In this article, the educational life quality has been compared and studied among the students of fourth grade of public schools and life schools in Tehran city. The methodology has been descriptive, it has been a casual-comparative kind and the statistical population of this research included all students of fourth grade in the primary section of the public and life schools in Tehran city. The statistical samples were selected by adducing to the Cochran's formula in the non-relative stratified sampling form and they were 361 persons, they were assessed by the life quality questionnaire of Anderson and Brooke (2000). The validity of the questionnaire has been specified by the opinions of experts and professors of this domain and it was calculated by Cronbach's Alpha (0.81). For analysis of data, Kolmogorov-Smirnov statistical test and t-independent test have been used. The gained findings indicated that there is significant difference between the students of public and life schools in terms of the educational life quality, amount of social cohesion, amount of adventure, amount of using of opportunity, public satisfaction, amount of relationship between teacher and student with confidence of 99% and the amount of progress in students with confidence of 95%. The findings of this research also indicated that there is not significant difference between the students of public and life schools in terms of negative emotions as one of the dimensions of the educational life quality with confidence of 95%.*

Keywords: *educational life quality, public schools, life schools*

I. INTRODUCTION

In this research, we intend to compare the educational life quality of public and life schools in male students of fourth grade in Tehran city. The life quality includes the persons' abilities in presenting proper performance and their feeling about social dimensions, mental and physical health of life (Snyder, 2015), it is a set of emotional and cognitive reactions of persons to these dimensions, it depends on the persons' perception of their situations in life according to the cultural texture and their valuation system in relation with their intended purposes, expectations, standards and interests and it can influence on the mental and physical states, level of independency, social relations and personal beliefs (Lagrosen, Yvonne and Lagrosen, Stefan, 2012), and it has relation with the factors like age, culture, gender, education levels, class situation, disease and social environment (Snyder, 2015). Identification of the dimensions and components of the educational life quality which include opportunity, adventure, public satisfaction, negative emotions, social cohesion, progress, relation with teacher approaches us to more perception of the conceptual model of educational life quality (Shamami, 2012). In the studies of life quality, the person is the only reference for assessment of his/her life quality (Vojtova, Vera and Fucik, Petr, 2012). As it was mentioned, the amount of students' public satisfaction is one of the dimensions of the educational life quality. A student that is not satisfied with his/her education in the school, may be affected by educational underachievement. The student who underachieves will have negative feeling to the school and life environment in schooling and consequently he/she will not succeed in his/her schooling. This is an important issue in the schools that should increase the educational life quality so that the students to enjoy of their schooling in a dynamic and cheerful environment and achieve the educational success. Mahoorzadeh and Abbasi (2012) found out that the educational life quality explains 20 percent of their educational success distribution. And on the other hand, dissatisfaction with school and low levels of the educational life quality are related to the emergence of behavioral problems and low educational progress. Karimi (2014) studied the relationship of the educational life quality and self-efficiency with eagerness to the school among the female students. The results of the Pearson correlation coefficient indicated that the educational life quality and self-efficiency have significant relationship with eagerness to the school among students.

Another dimension of the educational life quality is the negative emotion of students which influences on the kind of their educational quality. In a manner that the habitudes and emotions of persons are their reactions to the events which occur for them. Each person has vast judgments about his/her life as a generality and its subsets such as work and education. Therefore, the mental health includes the components such as

emotions, satisfaction with life and work. The positive and negative emotions are the factors which play an effective role in the mental health, satisfaction with life and eventually the persons efficiency. Negative emotion is a public dimension of internal disappointment and lack of doing delightful activity that following it, the avoidable habitual states such as anger, contempt, guilt and fear feelings occur, while reduction of negative emotion leads to a relaxation state (Mazloomi, 2010). Pellitteri (2012) studied the relationship between the life quality and emotional intelligence among the students. The statistical results indicated that there is significant relationship between the life quality and emotional intelligence. Mazloomi (2010) did a chronic study on the stress and educational life quality of female students in the Yazd high schools and this result was gained that with increase of the stress severity, the educational life quality of students is reduced.

Another dimension of the life quality is the amount of relation with the students' teacher. Comparison of the amount of students' opportunity in the public and life schools as one of the important and main indexes of the perfect and ideal life refers to the better management of the time and opportunities. Significantly, the persons who have something to say and have been able to achieve significant successes, have used of their opportunities desirably. Opportunity as one of the most important components of life quality in education has a very high place in the qualitative development of students in the schools and leads to improve the educational performance of students. Adventure as another important component of the educational life quality prepares the students for exploration and adventure and they are always seeking for innovation and adventurous and exciting creativity. Public satisfaction is a phenomenon which exceeds from the school's boundary and its effects are observed in the private life of person and out of school. Satisfied student transmits the happiness from the school to the house and society (Safapur, 2012). Also Vahedi (2012) studied the relationship of the familial relational models with resilience and educational life quality in female students. The results of the current research indicated that the resilient adolescents are the product of families in which the familial relational models rely on the conversation. Since the familial relational models have unavoidable effects on the personality and emotional growth of children and adolescents, they are also the main factor in the behavior and attitude of children, bring up the persons resilient and this issue causes to increase the life quality in the persons and due to it, they enjoy of their life.

Also, the factor of the amount of students progress in the public and life schools, going ahead and moving forward are accounted as one of the characteristics of the creative and successful persons. In the education, schooling has been linked to the progress. The educational progress is important for the students and the persons who have progress in their lessons, feel satisfaction and consequently achieve better quality of their schooling. Also, the amount of social cohesion has significant role in the educational life quality. The social cohesion is a social concept which demands the arrangement of similarities and distinctions in the society. The presumption of social cohesion is this issue that the humans have different needs. As their taste and need are considered, their differences with others are also noted. The social cohesion leads to increase the educational life quality among students and for several years, the social policy and sociability of students in the schools have been considered by the authorities and policy-makers of educational system (Safapur, 2012).

In 90s, the life quality issue entered to the economy arena. Van Pack was the first person who studied about this issue in the economy field that presented most of his works about assessment of prosperity: The method of calculation of satisfaction (Strohm and Baukus, 2010). For example, gross domestic production (gdp) was the first index which was compiled for assessment of social progress and implicitly life quality by economists. In addition to the economic aspect, the psychological explanations of life quality emphasize on the individual differences of persons in the method of thinking and feeling about themselves. The differences which can be appeared in the behavior subtly and some persons for some reasons like increase of anger, low amount of dependency and attachment to the others consider their life quality undesirably that these explanations can be expressed under the psychology model and personality disorders model (Mokhtari and Nazari, 2010; 74). Now, the life quality in the school is studied:

Nowadays, many objections from the education system have been proposed. The most important of them is lack of applying the learnt issues of schools in the real life. This case led that the pundits in the education domain to find out the roots of the harmful factors and present new solutions. In relation with the life school, the philosophers like Dewey and Roseau were the pioneers of designing these schools. Discussion about the life school, new look to the teaching-learning process, emphasis on the active methods in teaching, regard to the learning situations and providing the learning opportunities in the teaching process and also new look to the educational purposes and lessons content are the opinions which have influenced on the different domains of education, therefore discussion and study about Dewey's opinions especially in «the life school» is an important affair (Vojtova, Vera and Fucik, Petr, 2012). School is an important part of the students' life, therefore it must have relation with real life of students. We can establish relation between school and life through learning activities and opportunities. Thus the child instead of learning the theoretical issues with hoping in its probable application in far future, learns through direct experience and in the real life (Skevington, Suzanne and Gillison, Fiona, 2006). In the life school, the role of teacher is to conduct, control and arrange the education process

indirectly so that the students can learn the life skills personally. The purpose of education is to develop the mental capacity of learner and prepare him/her for entering to the life arena. Innovation of the thought-making creativity is the most important component of the life school for emphasizing on the knowledge and nature of students to explore their life skills personally (Karimi, 2011). Real evolution of human depends on the balance of his/her all powers. Therefore, the tutors of the life schools consider human in the form of an integrated generality which should be grown comprehensively. Basically, their intended human is a thing more than his/her total talents. On the other hand, for the best form of training the human, some methods have been supplied that each one has inspired from a special school with regard to this issue that the life schools are newfangled in Iran and only a few schools use of this design recently. Especially in the primary section, considering this issue is vital, due to it, researching in this domain is accounted very new. According to the above considerations, current research meantime emphasizing on this issue seeks to compare the educational life quality between the public schools and life schools in male students and also it compares the educational life quality in terms of the dimensions of this variable like opportunity, adventure, public satisfaction, negative emotions, social cohesion, progress and relation with teacher in the public and life schools.

II. METHODOLOGY

The method of this research is descriptive and from casual-comparative kind. Current research according to the nature and method of data collection is a descriptive-survey research and in terms of the purpose, it is an applicable research. The statistical population includes all male students of fourth grade in the life schools and male students of fourth grade in the public schools of Tehran city that are 48424 persons. 361 persons were selected from all of them by using of Cochran's formula as the sample which includes 101 persons of the life schools and 260 persons of public schools. The sampling method in this research due to consider the sample stratum of the research has been non-relative stratified random sampling method. The standard questionnaire was used in order to acquire the information related to the purposes and hypotheses of the research. For assessment of the educational life quality in this research, the standard questionnaire of Anderson and Brooke (2000) was used. The validity and reliability of this questionnaire has been confirmed by Mok and Flynn (2002) and in the research of Seif and Rezaee (2007) with regard to the reliability of the test with emphasis on the internal homogeneity for the whole of the test, the total amount of Cronbach's Alpha has been reported equal to 0.90. This coefficient has been calculated for each one of the septet subscales that the Alpha amounts for the public satisfaction, negative emotion, relation with teacher, social correlation, opportunity, success and adventure have been in order 0.85, 0.72, 0.77, 0.79, 0.80, 0.73 and 0.68. The studies which have been done in order to determine the validity and reliability of this scale have confirmed both of them. The data were analyzed by using of t-independent test and Kolmogorov-Smirnov test. Kolmogorov-Smirnov has been used for specifying the data normality and t-independent test has been used for comparing the means.

Hypothesis:

There is significant difference in the educational life quality of students between the public and life schools which can be defined statistically in the following form:

There is not significant difference in the educational life quality of students between the public and life schools:
(**H₀**)

There is significant difference in the educational life quality of students between the public and life schools:
(**H₁**)

Table (1): Analysis of t-independent test of the main hypothesis test

Groups	Statistical index	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools		3.10	0.448	6.20	2.58	359	0.01
life schools		3.40	0.261				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (6.20) is larger than t of the table in the significance level of 0.01 namely (2.58), therefore we can conclude that the difference in the amounts of life quality between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.40 have better educational life quality than the students of public schools with the mean of 3.10.

Hypothesis 1:

There is significant difference between the amounts of public satisfaction of students in the public and life schools which can be defined statistically in the following form:

There is not significant difference between the amounts of public satisfaction of students in the public and life schools: (**H₀**)

There is significant difference between the amounts of public satisfaction of students in the public and life schools: (**H₁**)

Table (2): Analysis of t-independent test of the first subsidiary hypothesis

Groups	Statistical index	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools		3.16	0.710	6.86	2.58	359	0.01
life schools		3.69	0.416				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (6.86) is larger than t of the table in the significance level of 0.01 namely (2.58), therefore we can conclude that the difference in the amounts of public satisfaction between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.69 have more public satisfaction in the school than the students of the public schools with the mean of 3.16. The result gained in this hypothesis conforms to the research results of Karimi (2014) and Anili and et al (2010). The life quality is a structure which has a direct relationship with attitude and interpretation of students about their life environment. Whatever this environment is healthier and happier, the life quality will be higher. The school as an environment in which the students spend much time of their life can have significant effect on the life quality.

Hypothesis 2:

There is significant difference in the amounts of negative emotions of students between the public and life schools which can be defined statistically in the following form:

There is not significant difference in the amounts of negative emotions of students between the public and life schools: (**H₀**)

There is significant difference in the amounts of negative emotions of students between the public and life schools: (**H₁**)

Table (3): The analysis of t-independent test of the second subsidiary hypothesis test

Groups	statistical index	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools		2.11	0.637	0.348	1.96	359	0.05
life schools		2.09	0.563				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (0.348) is smaller than t of the table in the significance level of 0.05 namely (1.96), therefore we can conclude that the difference in the amounts of negative emotions between two groups isn't significant, although the information related to the descriptive findings between two groups in the above table indicates that the students of public schools with the mean of 3.69 have more negative emotions in the school than the students of life schools with the mean of 3.16. The result gained in this hypothesis conforms to the research results of Pellitteri (2012), Mazloomi (2010) and Anili and et al (2010). The negative emotions in any environment can create the inefficiency feeling and lack of confidence sense in the persons. Due to this, either in the public schools or life schools, if the students experience disappointment feeling, no ideal educational plan will have the ability of proper education anymore.

Hypothesis 3:

There is significant difference between the amounts of relation of teacher with students in the public and life schools which can be defined statistically in the following form:

There is not significant difference between the amounts of relation of teacher with students in the public and life schools: (**H₀**)

There is significant difference between the amounts of relation of teacher with students in the public and life schools: (**H₁**)

Table (4): The analysis of t-independent test of the third subsidiary hypothesis

Groups	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools	3.23	0.628	6.01	2.58	359	0.01
life schools	3.63	0.379				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (6.01) is larger than t of the table in the significance level of 0.01 namely (2.58), therefore we can conclude that the difference in the amounts of relation of teacher with students between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.63 have better relation with their teachers than the students of public schools with the mean of 3.23. The result gained in this hypothesis conforms to the research results of Vahedi (2012). Teacher as the manager of the class and most effective educational force plays a prominent role in the growth and development of students. The relations of teachers with students have much effect on increasing their self-reliance and self-respect. The strict and formal relationship between the teachers and students inclines the atmosphere of the class toward a direction that their schooling quality is reduced. The results of this research indicated that the relationship between the teachers of life schools and students has a better quality than the students of public schools. This quality indicates this issue that the culture governing on the public schools about the amount of relation between teacher and students is friendly, relation-based and arising from mutual respect.

Hypothesis 4:

There is significant difference between the amounts of using of opportunity with students in the public and life schools which can be defined statistically in the following form:

There is not significant difference between the amounts of using of opportunity with students in the public and life schools: (**H₀**)

There is significant difference between the amounts of using of opportunity with students in the public and life schools: (**H₁**)

Table (5): The analysis of t-independent test of the fourth subsidiary hypothesis test

Groups	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools	3.44	0.603	4.16	2.58	359	0.01
life schools	3.70	0.309				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (4.16) is larger than t of the table in the significance level of 0.01 namely (2.58), therefore we can conclude that the difference in the amounts of using of opportunity between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.70 use of their opportunities more than the students of public schools with the mean of 3.44. No research was found in this field. Opportunity is a word which has become important as a feature of entrepreneurs and value-creators in the management and entrepreneurship literature in several recent years. The results of this research indicate that the life schools provide the field for the students to have creative mind and think about new opportunities by preparing the innovative plans and activities.

Hypothesis 5:

There is significant difference between the amounts of the students progress in the public and life schools which can be defined statistically in the following form:

There is not significant difference between the amounts of students progress in the public and life schools: (**H₀**)

There is significant difference between the amounts of the students progress in the public and life schools: (**H₁**)

Table (6): The analysis of t-independent test of the fifth subsidiary hypothesis test

Groups	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools	3.44	0.564	2.06	1.96	359	0.05
life schools	3.57	0.436				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (2.06) is larger than t of the table in the significance level of 0.05 namely (1.96),

therefore we can conclude that the difference in the amounts of progress between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.57 have had more progress than the students of the public schools with the mean of 3.44. The result gained in this hypothesis conforms to the research results of Strohm and Baukus (2010) and Anili and et al (2010). Progress in schooling and life has been always considered by the education experts in the public schools. The results of this research indicated that the life schools have been more successful in this case and public schools can increase the amount of progress in students by modeling the plans, purposes and activities of the life schools.

Hypothesis6:

There is significant difference between the amounts of adventure in students in the public and life schools which can be defined statistically in the following form:

There is not significant difference between the amounts of adventure in students in the public and life schools: (**H₀**)

There is significant difference between the amounts of adventure in the students of the public and life schools: (**H₁**)

Table (7): The analysis of t-independent test of the sixth subsidiary hypothesis test

Groups \ statistical index	Mean	SD	Observed t	T of the table	Freedom degrees	Significance level
public schools	3.12	0.695	4.64	2.58	359	0.01
life schools	3.60	0.401				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (4.64) is larger than t of the table in the significance level of 0.01 namely (2.58), therefore we can conclude that the difference in the amounts of adventure between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.60 had more adventure than the students of public schools with the mean of 3.12.No similar research was found in this regard. The adventurous students are more interested in the difficult and exploratory problems and they have much ambiguity tolerance in facing with different educational and important life problems. The life schools bring up the students adventurous and this case has been originated from the challenging plans and activities in this kind of schools.

Hypothesis 7:

There is significant difference between the amounts of social cohesion of students in the public and life schools which can be defined statistically in the following form:

There is not significant difference between the amounts of the social cohesion of students in the public and life schools: (**H₀**)

There is significant difference between the amounts of social cohesion of students in the public and life schools: (**H₁**)

Table (8): The analysis of t-independent test of the seventh subsidiary hypothesis test

Groups \ statistical index	Mean	SD	Observed t	t of the table	Freedom degrees	Significance level
public schools	3.03	0.603	3.99	2.58	359	0.01
life schools	3.30	0.478				

According to the gained information and with regard to this issue that the observed t with freedom degrees of 359 namely (4.99) is larger than t of the table in the significance level of 0.01 namely (2.58), therefore we can conclude that the difference in the amounts of social cohesion between two groups is significant. The information related to the descriptive findings between two groups in the above table indicates that the students of the life schools with the mean of 3.30 had more social cohesion than the students of public schools with the mean of 3.03. The result gained in this hypothesis conforms to the research results of Karimi (2014), Abakhti (2014), Vahedi (2012), Safapur (2012), Mazloomi (2010), Nobakht (2010), Masnadjam (2010) and Anili and et al (2010). Social cohesion as a social policy has a colorful role in the educational policies-making. In the opinions of many experts, the social identity and cohesion is one of the most important purposes of educational system of each country. Sociability of students for more cohesion of each society helps to the better quality of the educational life of persons. The students as the social creatures enjoy of the gregarious activities and this enjoyment of being together helps to the more cohesion of them that eventually leads to the satisfaction with schooling.

Limitations:

The limitations under the researcher control:

- 1) The location limitation: Since this research has been done only in Tehran city, perhaps its results can not be generalized to the other cities;
- 2) The time limitation: This research in terms of the time is related to the educational year of 2015-2016;
- 3) Educational (academic) section: The statistical population of this research includes the students of the fourth grade in the primary section and it doesn't cover other grades and courses;
- 4) The questionnaire has been used as the only tool;
- 5) It has been studied only in boys.

The limitations out of the researcher control:

1. Lack of sufficient precision and attention to the questions of the questionnaire by the responders;
2. Lack of cooperation of some managers about collection of the needed information;
3. Lack of tendency of some students to complete the questionnaire;
4. Lack of control of intervener variables like social class, gender, average

III. SUGGESTIONS

The suggestions based on the research findings:

1. The life quality in the dimensions such as opportunity, social cohesion, the amount of adventure, public satisfaction and the amount of teachers' relation is higher in the life school. In policy-making and targeting of the public schools also the life quality dimensions should be considered especially.
2. With regard to the difference between the life and public schools in the opportunity dimension, the probe teaching method, problem solving or field trip should be used in the public schools.
3. With regard to the difference between the life and public schools in the cohesion dimension, the public schools should use of the experiences of the life schools in this field.
4. The amount of relation between teachers and students in the life schools has a better quality. Different courses and workshops of communicative skills should be held for the teachers of the public schools with presence of the teachers of life schools.
5. Different workshops of life quality should be held for the teachers, parents and managers of the public schools.
6. Proper space should be provided for development of the life schools.

The suggestion for doing the next researches:

1. The educational life quality of students in the life schools in other sections should be studied for the next researches.
2. A research should be accomplished about studying the educational performance of the life schools.
3. The psychological variables like creativity, emotional intelligence and progress motivation should be studied among the students of the life schools and they should be compared with the students of the public schools.
4. The subject of the intended research should be studied from the view of experts and planners in the form of Delphi technique.
5. In this domain, the researchers should do the qualitative studies too.

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