

INTRODUCTION OF SLIPPERS IN THE FORM OF REMOVABLE SHOES IN KAZAKHSTANI SCHOOLS

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Introduction

This study explores how introducing slippers as change shoes in Kazakh schools could affect students and the school process. Globally, the idea of using slippers in schools is gaining attention for its potential benefits on students' well-being and academic performance. This review examines the impacts of using slippers instead of traditional school shoes in Kazakhstan, considering factors like comfort, hygiene, equity, cultural aspects, and the overall learning environment. The topic is significant for the Kazakh educational system and its broader social context.

Currently, Kazakh schools follow traditional footwear practices, where students wear street shoes all day, which can lead to foot-related health issues. For instance, Komina et al. (2021) found that 41% of students with foot disorders also had posture issues, and 74% of students' shoes did not meet hygienic standards. Poorly fitted shoes are known to harm foot health, as traditional school shoes can restrict foot motion (Wegener et al., 2011). Furthermore, Barwick et al. (2019) noted that education levels and prior foot treatment influenced the use of protective indoor footwear.

As a student, I noticed the potential benefits of switching to more comfortable school shoes. This change could enhance students' well-being throughout the school day. Thus, this study aims to investigate the potential impact of introducing slippers in Kazakh schools on students' well-being, health, and overall educational experience.

Literature Review

School footwear policies, though minor, significantly influence the educational environment. This review explores the potential impacts of introducing slippers in Kazakh schools, focusing on comfort, hygiene, equity, cultural considerations, and the learning environment. Currently, Kazakh students typically wear formal shoes or sneakers.

Comfort in the learning environment is crucial for student well-being. If slippers are more comfortable, they could foster a relaxed and focused learning atmosphere (Reidy, 2021). Additionally, wearing slippers could help maintain cleanliness by reducing dirt indoors, though this depends on proper cleaning and maintenance.

Health issues related to improper footwear make the idea of slippers relevant. Komina et al. (2021) emphasized the need to prevent foot-related diseases in school-age children. Traditional school shoes restrict foot motion (Wegener et al., 2011), and higher education levels correlate with using protective indoor footwear (Barwick et al., 2019).

Equity and inclusivity in school uniforms are important. Uniform slippers could promote equality among students (School Wear United, 2023). However, potential issues like safety during

emergencies and hygiene need consideration. Thus, introducing slippers in Kazakh schools involves balancing comfort, cleanliness, equity, cultural acceptance, and practical issues.

Methods

This research will use quantitative and qualitative methods, including surveys and experiments. Surveys will collect numerical data on students' opinions about wearing slippers, their current shoe experiences, and the perceived impact on comfort and health. Experiments will involve students wearing slippers for a period and providing feedback.

The population includes students from Nazarbayev Intellectual Schools (NIS) in Aktobe and the general population of Aktobe city. NIS students are likely more aware of health issues and educational standards, while including the general population offers a broader perspective.

The research faces limitations in sample size, data collection methods, and equipment. A small sample size may limit the generalizability of findings. Variations in slipper types might affect outcomes, so standardizing slipper types or analyzing variations is necessary. Ensuring honesty in responses and transparency in data collection methods is crucial for reliable results.

Results

The survey, involving 100 participants from NIS and Aktobe, revealed mixed opinions about introducing slippers in schools. Demographically, 77% of respondents were female, and 50% were aged 12-18. Most respondents were students (79.6%).

Key findings include:

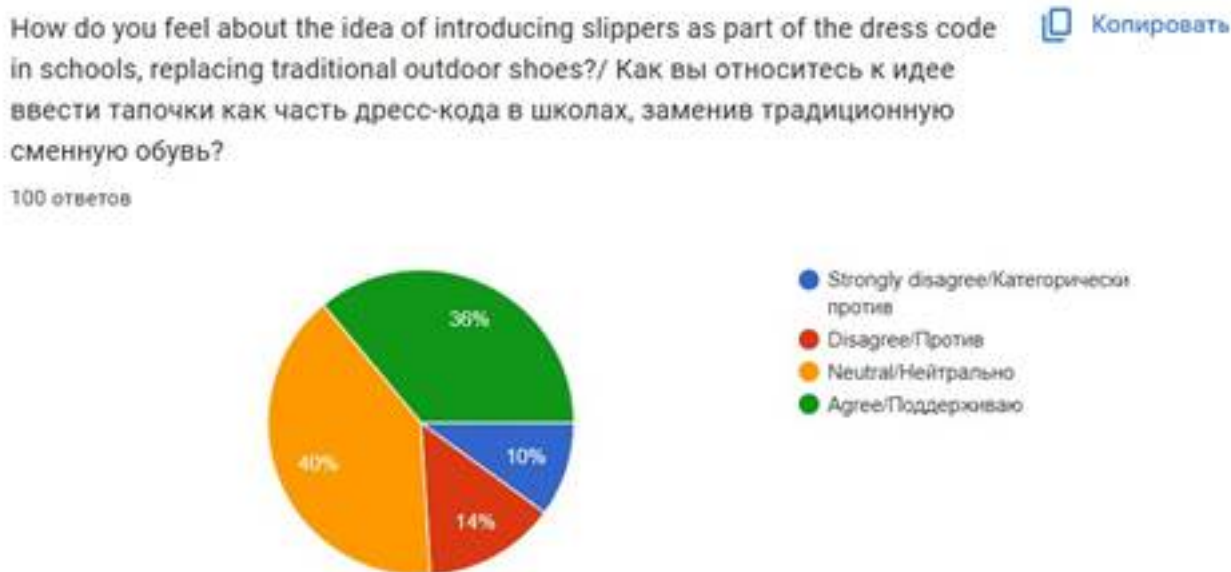


Figure 1. Question № 1

How do you think wearing slippers in school would affect your comfort and mobility during the day?/Как, по вашему мнению, ношение тапочек в школе повлияет на ваш комфорт и мобильность в течение дня?

100 ответов

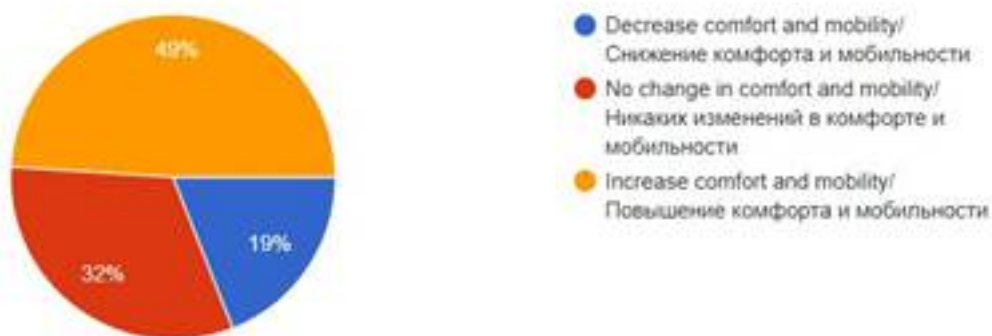


Figure 2. Question No 2

In your opinion, what are the potential benefits of students wearing slippers to school?/По вашему мнению, каковы потенциальные преимущества того, что ученики будут ходить в школу в тапочках?

100 ответов

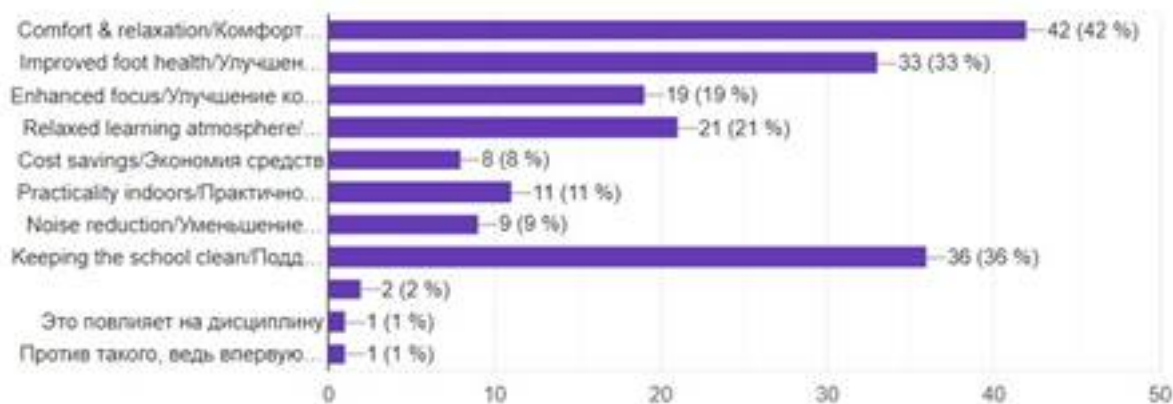


Figure 3. Question No 3

In your opinion, what are the potential disadvantages or problems associated with students wearing slippers to school?/По вашему мнению, каковы потенциальные недостатки или проблемы, связанные с тем, что ученики будут ходить в школу в тапочках?

100 ответов

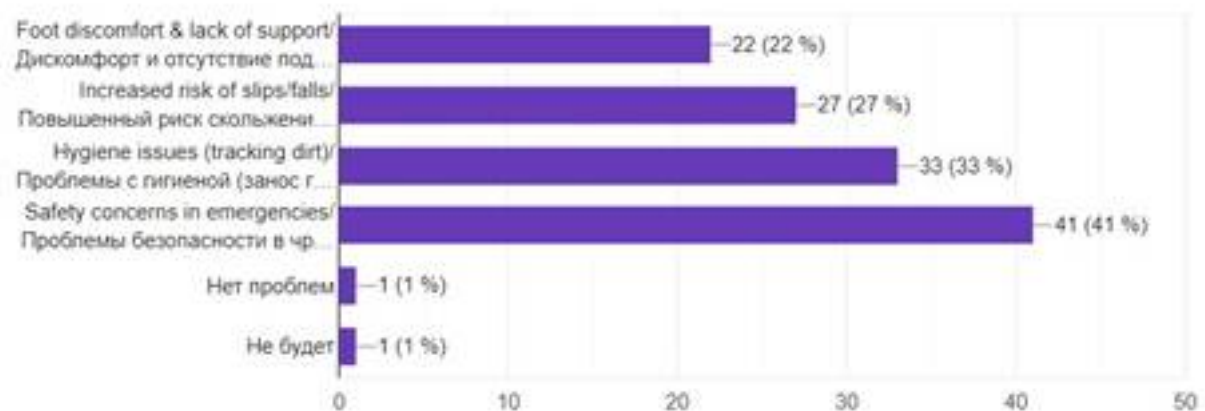


Figure 4. Question #4

Overall, the survey results show mixed opinions about introducing slippers in schools. Factors like hygiene, safety, and cultural norms play a role. Further discussions may be needed to address concerns and gain broader acceptance for the idea.

Conclusion

The study suggests that introducing slippers in Kazakh schools could enhance student well-being and comfort but faces challenges related to safety, hygiene, and cultural acceptance. Further discussions and research are needed to address these concerns and ensure successful implementation. Collaboration with school administrators, healthcare providers, and community stakeholders is crucial for navigating these complexities and achieving a smooth transition.

References:

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